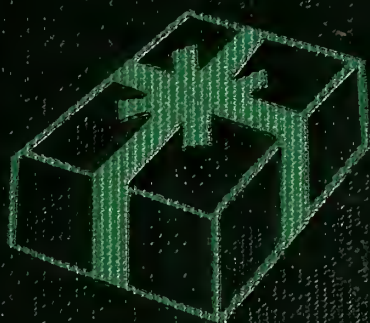
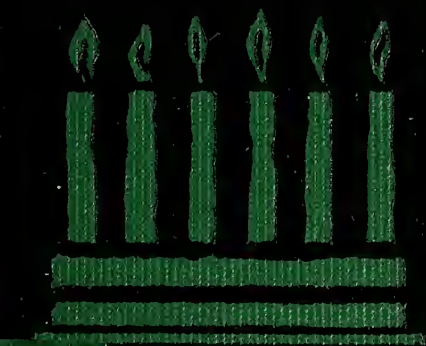



FUNDAMENTALS OF HOME ECONOMICS

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FUNDAMENTALS OF HOME ECONOMICS



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FUNDAMENTALS OF HOME ECONOMICS

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PREFACE

This book is designed to present in one volume a series of units from basic home-economics subject matter—knowledge, skills, judgments, appreciations, etc., about one's self, one's home, and one's family. It has been designed for the junior-high-school level with appropriate vocabulary and problems, but should prove useful in any beginning classes in home-economics, such as the one- or two-year home-economics courses, or in the first two years of a four year high-school course. Extra sections in the foods and clothing (e.g., Children's Clothing, and Food Values) have been incorporated for the latter.

Many teachers have found that the consultation of several sources to bring together the routine procedure material for simple lessons has consumed too much time. Within the limitations of space, the material in this book has been arranged to obviate this difficulty. For example, a laboratory lesson in foods includes a discussion of the principle of cookery and the mechanics of method involved, a description of the product desired, a simple recipe, and suggested problems for further work. With few exceptions one- or two-serving recipes are given, ready for laboratory use. When larger or family-size recipes are desired, the amounts in these recipes may easily be multiplied (most people multiply much more accurately than they divide).

Although the larger units are so arranged that they may be used in the present order, an attempt has been made to keep each unit relatively independent of the text material immediately adjacent. This makes it possible for a teacher to use the units in any order which she may desire or which the practice in her school system dictates. Thus the Notes to the teacher on pages 91 and 200 outline unbroken units in foods and clothing, respectively, should these be needed. Another sequence of units which should provide a more rounded and varied experience at each level of the junior-high-school course would be:

7th grade—Unit One, Div. I, Building Your Body, p. 3.

Unit Three, Div. II, Section 1, Your Own Room, p. 268.

Unit One, Div. II, Section 2-8, Planning, Preparing, and Serving Breakfast, p. 112.

Unit Two, Div. I, Sections 1-8, 13, Care of Clothing, p. 32.

8th grade—Unit One, Div. II, Sections 9-23, Planning, Preparing and Serving Luncheon and Dinner, p. 135.

Unit Three, Div. I, Self-Management, p. 74.

Unit Four, Div. II, Caring for Small Children, p. 317.

Unit Two, Div. II, Sections 1-5, Making Clothing, p. 200.

9th grade—Unit One, Div. II, Sections 1, 24, 25, Food Values, Canning Food, pp. 91, 191.

Unit Two, Div. I, Sections 9-12, Buying Clothing, p. 52.

Unit Two, Div. II, Sections 5-7, Making Clothing, p. 236.

Unit Three, Div. II, Sections 2-7, House Care and Planning, p. 279.

Unit One to Five, Div. III, The Family and Its Problems, p. 361.

Most of the lessons incorporated in this book have been tried out by student-cadet teachers several times and revised in the light of results secured by them. Numerous cross references and definitions within the context facilitate review work and minimize the use of the dictionary. Every effort has been made to write the book in such a way that the student can find out for himself, thus freeing the teacher from much of the incessant questioning common to most classes.

The authors wish to acknowledge the inspiration, constructive criticism, and help of various kinds from many friends, especially Dr. Lydia J. Roberts, Miss Lillian Stevenson, Miss Beulah I. Coon, Miss Ruth Freegard, Mrs. Merle D. Byers, and the student teachers who worked at the testing of the material as it took its present form. Thanks are also due to Dr. Mary Swartz Rose, Dr. Henry C. Sherman, Dr. Arnold Gesell, Mr. Charles La Wall, Dr. Mary Shirley, Dr. Evelyn G. Halliday, and various others who have loaned pictures or other valuable materials acknowledged in the pages of this book.

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DIVISION I

You and Your Needs

In the pages of Division I (You and Your Needs) you will find some of the things every woman should know and be able to do for herself: how to choose food and build habits of healthful living; how to choose clothes that are becoming to you and will give good service; how to care for your clothes and how to keep yourself well-groomed; some of the simple rules of etiquette; and how to manage your money and time—beginning with what you now have.

UNIT ONE

BUILDING YOUR BODY

At birth babies usually weigh about seven and one-half pounds. The foods you eat supply all the materials for growth. What you choose to eat makes a great difference in the way you grow and in how you look. Whatever you become, whatever you look like, the foods you eat will have a great deal to do with it.

SECTION 1—WHY DRINK MILK?

Almost ever since you can remember you have been told, "Drink your milk, now. It's good for you!" You may have



Courtesy of U. S. Bureau of Home Economics

**The little rat and the big rat
What made the difference?**

wondered why growing boys and girls should drink milk. Is it really necessary or will something else do just as well?

Here are the pictures of two white rats—litter mates (born of the same mother on the same day). When these pictures were taken, one was a fine large rat for his age. His fur was bright, thick, and soft, and his eyes were shiny and clear. His ears and

nose were pink where the color of healthy blood showed. He had a full set of whiskers and a fine long tail. He was very lively and kept moving most of the time. The other rat (as shown by the picture) was much smaller. His fur was short and rough, his eyes were dull and tired looking, and his ears and nose were a pale yellowish color. His tail was gray and scaly and his whiskers were short and broken. He sat hunched over most of the time and moved very little.

It is hard to believe, when one looks at them, that these rats are litter mates. When they were three weeks old they looked just alike—both were strong and healthy. What they ate after that caused the differences we see now. Here are the foods they ate:

THE SMALL RAT

Bread
Potatoes
Beefsteak
Turnips
Beans
Beets
Peas
Bacon
Cornmeal

THE LARGE RAT

Bread
Potatoes
Beefsteak
Turnips
Beans
Beets
Peas
Bacon
Cornmeal
MILK

Doesn't it seem hard to believe that milk could have made all that difference? The little rat had good food, didn't he? Look at the picture again!

Feeding your bones. Much of the hardness and firmness of bones and teeth is due to the lime in them. Here is a table showing the amounts of calcium or lime which different foods contain. Which foods give one the most calcium for his bones?

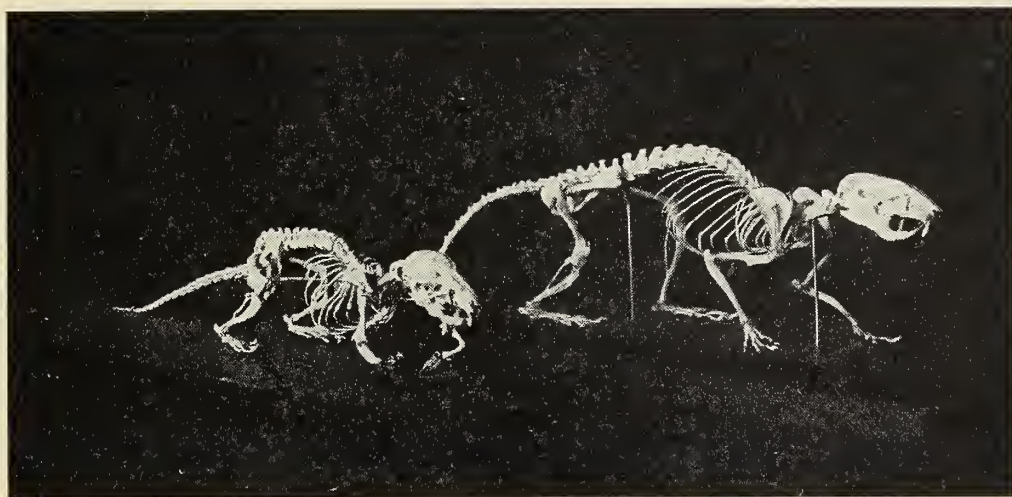
TABLE I ¹

GRAMS OF CALCIUM IN ABOUT ONE SERVING

Beef	.007	Whole wheat	.045	Oatmeal	.069
Apples	.007	Oranges	.045	Peanuts	.071
Rice (polished)	.007	Cabbage	.045	Walnuts	.089
Bananas	.009	Prunes (dried)	.054	MILK	.120
Potatoes	.014	Carrots	.056	Beans (dried)	.160
White flour	.020	Turnips	.064	Almonds	.239
Beets	.029	Eggs	.067	Cheese	.931

¹ Sherman, H. C., *Chemistry of Food Nutrition*, The Macmillan Company, 1925, p. 325.

Cheese and almonds are so rich that we can hardly count on them as good everyday sources of calcium. Many vegetables contain much calcium, but experiments show that boys and girls do not store in their bodies as much of the calcium from vegetables as they do from milk. These experiments also show that boys and girls who drink a quart of milk a day store about the right amount of calcium for good growth.



Courtesy of Dr. Henry C. Sherman

These are the bones of the milk and no-milk rats

Here are pictures of the bones of the two rats whose pictures we saw. Which are the longer? Which seem the stronger and better formed? Which seem the thinner? The smaller and darker? The bones from the little rat who had no milk break and crumble easily.

There are other reasons for drinking milk besides the fine material for growth and the large amount of calcium for bones and teeth it furnishes. Milk also contains smaller amounts of phosphorus, another mineral used to build bones and nerve and muscle cells. It contains vitamins A, B, and D, which promote growth and health. It also contains some milk sugar and butter fat which the body can make into heat and energy.

A quart is four measuring cups full or about four glasses. It is best to drink a glassful of milk three or four times during the day. If you drink it all at once, you may not eat other things you need. It is a good thing to have a glass with each meal and one right after school in the afternoon. Do you get your quart of

milk each day? It may help you to get the habit of drinking milk if you keep a record.

PROBLEMS

1. Count up all the ways milk has been used in the food you have eaten today.
2. Raise white rats of your own and feed them the same diets as the rats whose pictures we saw.
3. Write the story of the white rats.
4. Choose sides and see which side has the best record for drinking a quart of milk a day per person for a week.
5. See who can make the best cocoa. A good recipe is given on page 119. Here is another recipe for using milk:

EGGNOG

1 egg
 $\frac{3}{4}$ tablespoon sugar
 Speck salt
 $\frac{3}{4}$ cup milk

Flavorings— $\frac{1}{8}$ teaspoon nutmeg or cinnamon
 $\frac{1}{4}$ teaspoon vanilla
 Fruit juice and sugar to taste

Separate egg yolk and white. Beat yolk, add sugar and salt, and add cold milk with flavoring. Beat white until stiff, stir it into the milk, and serve.

6. Suppose you are the captain of a group of explorers. In the country you plan to visit there is very little fresh milk and most of it is unsafe to use. What can your company take along to take the place of fresh milk?

MILK SHAKE

$\frac{3}{4}$ cup milk
 2 tablespoons chopped ice

2 tablespoons sweetening syrup
 (whatever flavor you prefer)

Shake or stir well before drinking. A richer drink may be made by adding a tablespoon of vanilla ice cream or whipped cream. To make chocolate syrup: mix together 3 tablespoons chocolate, 1 cup hot water, 2 cups sugar. Cook 3 minutes, stirring constantly, cool and add 1 tablespoon vanilla. Keep in a cool place and use as needed.

REFERENCES

1. *In this book*: Food values, pp. 91–111; Breakfast cereals and beverages, pp. 116–120; Buying foods, pp. 159–169.
2. IRWIN, M. H., "Conducting Experiments for Demonstration Purposes," *Practical Home Economics*, Vol. VII, No. 10, Oct., 1929.
3. National Dairy Council, Chicago, Ill. They will supply you with pictures, posters, and plays, some free, the remainder at a minimum charge.
4. ROBERTS, L. G., *Nutrition Work with Children*, University of Chicago Press, 1927.

SECTION 2—WHY EAT VEGETABLES?

An experiment. Some people eat almost no vegetables besides potatoes; some eat one or two and dislike the others. It matters very much whether one eats vegetables, and some are more valuable than others.

Mix one-fourth teaspoonful of iron oxide (iron rust) with a glass of water. Into another glass of water put one-half teaspoonful of the iron oxide. It looks a little like blood. The red color is due to the iron, just as the red color in your blood is due to the iron in it. You can easily picture the type of person who might have blood like the first pale glassful—white skin, pale lips, thin, tired-looking, without energy. Describe the type of person who would have rich red blood like the color of the second sample. Which person would you prefer to be like?

Most vegetables contain other valuable minerals besides iron. Here is a table showing the amount of iron in an average serving of different vegetables:

TABLE II ¹

AMOUNTS OF IRON IN AN AVERAGE SERVING

Above .005 gram per serving in spinach, lettuce, chard

.002–.005 gram per serving in asparagus, dandelions, cabbage, string beans, celery, radishes, cauliflower

.001–.002 gram per serving in tomatoes, peas, beets, carrots, squash, turnips, cucumbers, onions, pumpkin

If you wished to have good red blood, which vegetables would you be sure to eat? Vegetables also contain small amounts of calcium and phosphorus and small amounts of growth materials. Dried peas and beans contain larger quantities of this growth material (protein). The starchy vegetables furnish heat and energy. Vegetables and fruits contain some vitamin C which protects against scurvy. Because of their woody bulk, vegetables also help to prevent constipation.

From these reasons you can readily understand why nutrition specialists say that by the time a child is two years old he should know and like ten common vegetables besides potatoes. If you

¹ Willard, F., and Gillette, L. H., *Dietetics for High Schools*, revised edition, The Macmillan Company, 1930, p. 103, Table XX.

do not eat that many you may need to examine the reasons for some of your dislikes. If you will eat small portions of those you do not like whenever they are served, soon you will grow to like them. Here is a chart which one girl used while she was checking the amount of milk and the number of vegetables she ate each day:

MARY JONES	WEEK OF NOV. 3-9						
	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.
Milk, one quart per day	X	X	X	X	X	X	X
Vegetables, two in addition to potatoes each day	X	X	X	X	X	X	X

Many green vegetables are good eaten raw. Which ones have you eaten yesterday and today and how were they served?

PROBLEMS

1. Make a list of the vegetables your family ate yesterday and the day before. Which ones were cooked? Which ones raw? Did everyone have at least two vegetables in addition to potatoes?

2. Cook a vegetable for supper tonight. How will you choose which one to use? You will find recipes on pages 174, 175.

3. Have you a younger brother or sister who does not like vegetables? Explain to him why we should eat vegetables. Perhaps you can both keep a record chart together.

REFERENCES

1. *In this book*: Food values, pp. 91-111; Vegetables for dinner, pp. 174-176; Buying foods, pp. 159-169; Baby's first vegetables, p. 325.

2. WARD, A., *Encyclopedia of Foods*, Baker and Taylor Co., New York, 1929. Get pictures and descriptions of vegetables from this reference.

SECTION 3—WHY EAT FRUITS?

The door of the cabin of the good ship Half Moon opened suddenly to admit the figure of the excited mate. "One of the men is ill, Sir," he said, still breathing heavily.

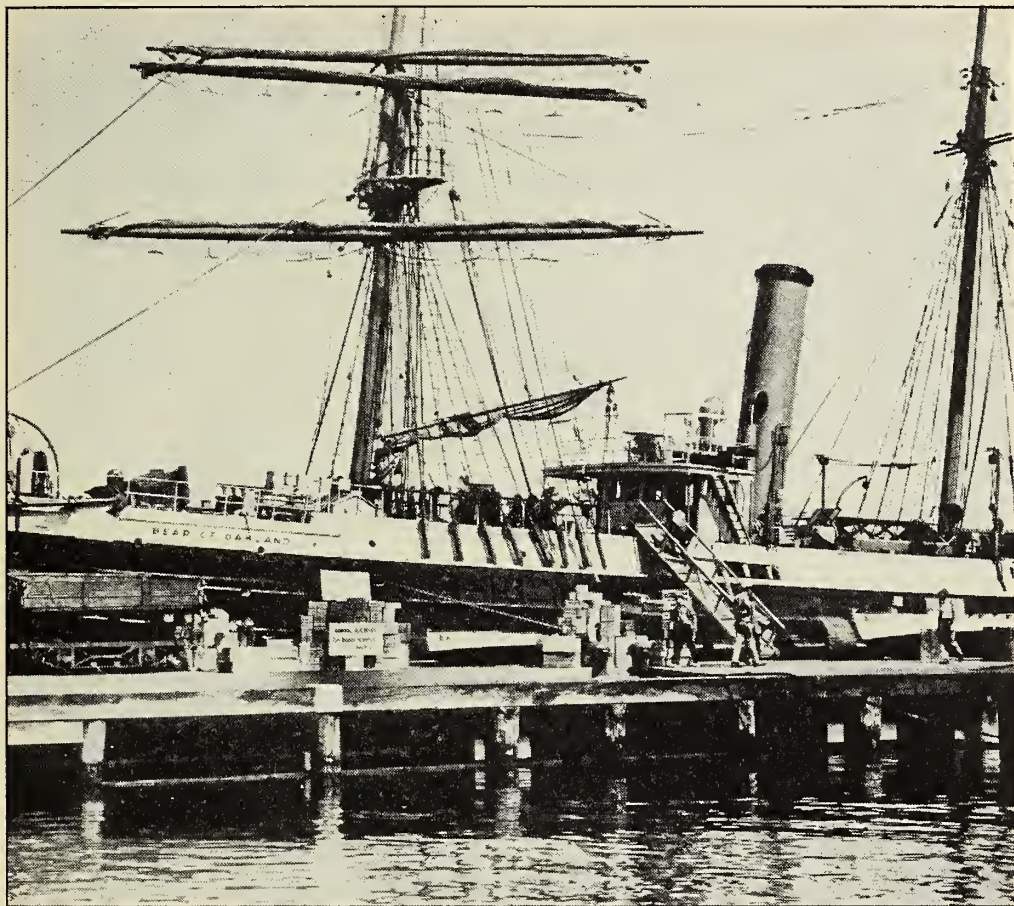
"One of the men is ill? Well, why bother me about it? Have the ship's surgeon see him at once."

"But, Sir, it's the scurvy!"

"Scurvy! Are you sure? Are there any lemons on board?"

"We had a small box, Sir, but they have been gone these many months."

"No lemons—and scurvy on board! Let me see the map. We'll make for port on Pearl Island. I have heard it said that fresh fruits will cure scurvy. We'll know soon—if they have any fresh fruits there! Plot the course and give the orders!"



Courtesy of Mr. Charles La Wall

"The Bear of Oakland" being loaded with supplies for the Byrd Second Antarctic Expedition

Special preparations containing Vitamin C were used by this expedition to prevent scurvy.

Scurvy. Such an outbreak of scurvy was common in the early days of long voyages when men were without fruits and fresh vegetables for many days. Scurvy outbreaks still occur in times of war and famine. Some of our soldiers in the World War suffered from scurvy.

Did you ever know anyone who had spongy, bleeding gums, black and blue spots, and "growing pains"? He probably had a mild case of scurvy. We know now that green vegetables and fresh fruits are especially valuable in preventing and curing

scurvy. Lemons and oranges are still used to prevent scurvy. Cooking fruits destroys at least part of vitamin C which is credited with the prevention of scurvy, so we are advised to eat some of our supply of fruits raw.

There are several other good reasons for eating fruits. Besides preventing scurvy, they also help to prevent constipation. They have in them what we call "laxative substances" which are far safer and pleasanter than the laxatives we buy at the drug store.

PROBLEMS

1. What do we mean by, "An apple a day keeps the doctor away"?
2. Name all the fruits you can. Which ones have you had today? This week?
3. Make a chart and keep a record of the fruits you eat during the next week.
4. See pages 114-115 for recipes for the preparation of fruits for breakfast. Choose one to prepare in the laboratory and then prepare it for your family breakfast next Saturday or Sunday.

REFERENCES

1. *In this book*: Food values, pp. 91-111; Preparing raw fruits, p. 114; Preparing cooked fruits, p. 115; Buying foods, p. 159.
2. WARD, A., *Encyclopedia of Foods*, Baker and Taylor Co., New York City. Use for pictures and descriptions of fruits.

SECTION 4—FUEL AND REPAIRS

Cereals—bread—potatoes. An Indian boy, watching an automobile very closely to see what made it go, finally said, "Me no see-um where the horse is to make wagon go!" "Where the horse is" is no mystery to you, for you have seen the engine of an automobile many times. But where does the engine get this power to work, or *energy* as we call it? This, too, is no mystery to you, for you have seen the gasoline tank filled many times and know something about how the gasoline burned in the engine furnishes the power to make the automobile go. You have seen how the engine is slow to start on a cold morning and will not run the car well until it is "warmed up." Your body is also an engine. The food that you give it must furnish enough warmth to keep the whole body in working order, and must furnish the energy or power to do all the work you wish your body to do. Just like

the automobile, your engine must have regular supplies of fuel. Some of the best fuel foods we have are bread, potatoes, cereals, and butter.

You know already that iron is needed in the body and that we get most of our supply of iron and other minerals from vegetables. You will be interested in knowing that whole-wheat breads, and



Courtesy of Evanston Township High School Lunch Room

A high-school girl's lunch

On the tray are these foods: soup, a whole-wheat sandwich with meat and lettuce, spinach, fruit salad, and milk.

potatoes cooked "with the jackets on" also supply some iron to the body.

You can see now that potatoes, cereals, and bread can be exchanged for each other whenever you wish. You can also understand why we usually have a cereal for breakfast.

Let us return to our "milk and no-milk rats." (See p. 3.) The first thing we noticed about them was the great difference in their size, and we concluded that milk helped one to grow. We have been talking about how your body engine uses the food you give it to manufacture heat and energy. Your body engine also uses food to grow and to repair worn-out parts.

Some foods are especially valuable in supplying growth materials. We already know about milk. Meat, eggs, fish, and cheese are other good foods for growth. How much have you grown in height and weight this last year? Who will need more of such "growth-foods"—boys and girls or adults?

PROBLEMS

1. When one's body gets too much fuel it usually stores it in the form of fat. Watch several persons choose their food. Which get too much fuel? which get too little?

2. What fuel foods have you had yesterday and today? Did you get the right amounts?

REFERENCES

1. *In this book*: Fuel for your body, p. 91; Growing, p. 95.

2. HENDERSON, S., *Tommy and the Calories*, March Brothers, Lebanon, Ohio, 1923. An amusing story of a too-fat boy reducing and a too-thin one gaining.

3. WINCHELL, F. E., *Food Facts for Every Day*, J. B. Lippincott Co., Philadelphia, 1924, Chapter IV, "Food as Fuel," pp. 32-56, and Chapter V, "The Body Needs Food for Building," pp. 57-64.

SECTION 5—CHOOSING FOODS FOR DINNER

Dinner. Dinner is the heaviest and most elaborate meal of the day. Meat is usually the main dish at dinner. A good pattern for planning or choosing dinner foods is:

First course—soup, fruit cocktails, etc. (Often omitted)

Main course—meat or fish

vegetable, simply cooked

bread and butter

Salad—should be simple

Dessert—should be simple and not too "heavy"

Beverage—What have we learned about milk?

Here is an example following this pattern:

Tomato juice cocktail

Steak

Corn, mashed potatoes and gravy

Bread and butter

Head-lettuce salad with dressing

Peaches with cream

Milk

The daily food pattern. We have already begun to see that we cannot very well think of one meal without thinking of the whole day's meals. It is easier to remember to put in all the proper things in a day's meals than in each meal itself. Write down what you had for breakfast, lunch, and dinner yesterday. Now see if you ate these foods:

1. Two fruits—one raw and the other cooked, if possible.
2. Two vegetables other than potatoes—one cooked and the other raw.
3. A cereal or whole-wheat bread.
4. A piece of meat or an egg or fish or cottage cheese.
5. A glass of milk with each meal.
6. Enough bread, butter, potatoes, cereals, and simple desserts to keep yourself looking well.
7. Four to six glasses of water.

PROBLEMS

1. Plan a day's meals to fit the above "pattern."
2. Play cafeteria and choose a day's meals. Check them against the "pattern."
3. Put the "pattern" on a tiny card to carry with you.
4. Write down what you had for breakfast and lunch. Now choose a dinner from the menu card below to complete your day's pattern. One part has table d'hôte dinners (a dinner already planned for you where there are only a few choices) and the other is à la carte (French for "by the card," that is, a list of foods from which you pick out the one you wish to put together for a meal). Which way of ordering is usually the cheaper? Check up to see.

DINNER — ¢¹

Smothered Chicken
 Liver
 Baked Pork Ham with Potato Salad
 Choice of three vegetables:
 Candied Sweet Potatoes
 Stewed Corn
 Okra in Butter
 Potatoes (any style)
 Head-Lettuce Salad or Tomatoes
 Ice Cream and Cake
 Coffee Tea Milk

¹ Prices are omitted in all menus. They should be secured from local restaurants.

$\frac{1}{2}$ Spring Chicken Fried	Sliced Tomatoes	
Potatoes (any style)	Choice of Drink	— ¢
<hr/>		
Fried Frog Legs with Shoestring Potatoes		— ¢
Roast Lamb with Potatoes (any style)		— ¢
<hr/>		
Angel Food Cake	— ¢ with Whipped or Ice Cream	— ¢
Home Baked Pies	— ¢ Pie à la Mode	— ¢
<hr/>		
T-Bone Steak with Mashed Potatoes		— ¢
Club Steak with Shoestring Potatoes		— ¢
Veal, Lamb, or Pork Chops with Potatoes (any style)		— ¢
Cream Chicken on Toast		— ¢
Club Sandwich		— ¢

REFERENCES

1. *In this book*: Planning dinner menus, p. 158; Preparing foods for dinner, p. 170; Serving dinner, p. 188.
2. ROBERTS, L. G., *Food Models* (cardboard), University of Chicago Bookstore. These are 75¢ per set. Supplement them with pictures cut from magazines.
3. National Dairy Council, *Food Models* (cardboard), Chicago, Ill. 123 models in colors, \$3.00.

SECTION 6—CHOOSING FOODS FOR BREAKFAST

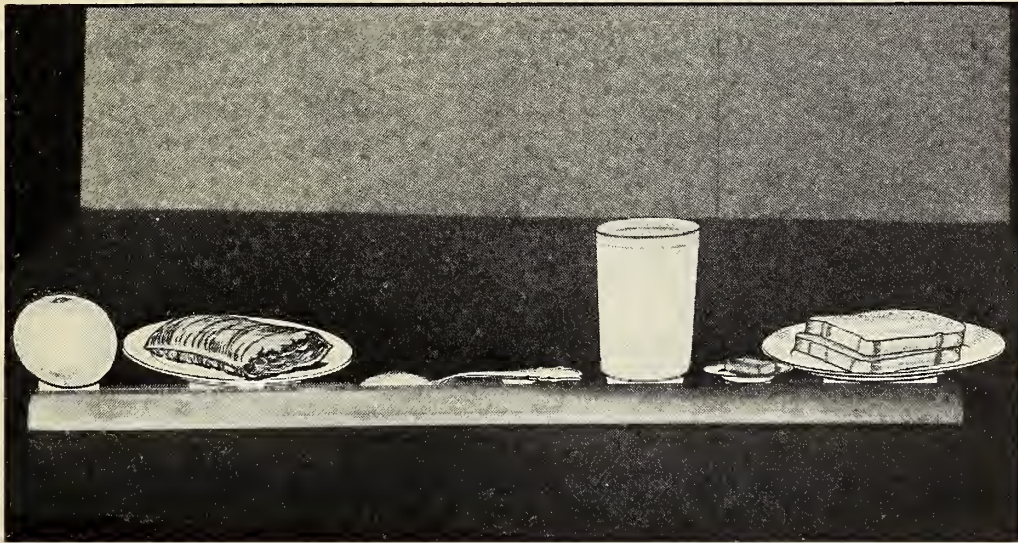
A good breakfast. We have been talking about automobiles and the power that makes them go. Why bother to get gasoline when the supply is low? Many people feel that way about eating breakfast and do not bother to eat anything until noon, going about eighteen hours since their body engines were last supplied with food fuel.

Fortunately for you, your engine will not stop completely if you do not give it fuel at breakfast time. It may slow down, however, so that you feel faint or have a headache before lunch time. Then at lunch time you will probably gulp down more food than you need at one time.

A restaurant menu for breakfast will include fruits, cereals, breads, beverages, eggs and bacon, and sometimes other meat. People who have much physical work to do need more food to eat, just as a car that goes 300 miles needs more gasoline than one that goes 100 miles. Such people will want a big breakfast. Let us choose a breakfast for a boy playing football:

Oranges
 Oatmeal with cream and sugar
 Milk or cocoa
 Eggs and perhaps a little bacon
 Muffins

One who does not have so much physical work—a girl who sits at a telephone switchboard, for example, does not need so heavy a



Roberts's Food Models, University of Chicago Press

Cardboard food models

Arranged to show a good breakfast for a high-school girl.

breakfast. Choose a breakfast for her. Did you have a “good” breakfast this morning?

PROBLEMS

1. Why should one have fruit for breakfast? Cereal? Toast? Milk or cocoa?

2. From the restaurant menus below choose a good breakfast for yourself. One menu has club breakfasts (a group of foods or menu all planned) and the other has à la carte foods.

CLUB BREAKFASTS ¹

I — ¢

Bacon
 Eggs (2)
 Toast
 Coffee

II — ¢

Orange Juice
 Toast
 Coffee

III — ¢

Buckwheat Cakes
 Sausages
 Coffee

¹ See footnote p. 13.

MENU			
EGGS		MEATS	
2 eggs (any style)	— ¢	Bacon	— ¢
Cheese Omelet	— ¢	Sausage	— ¢
French Omelet	— ¢	Ham	— ¢
		FRUITS	
		Sliced Oranges	— ¢
		Half Grapefruit	— ¢
		Half Cantaloupe	— ¢
		Orange Juice	— ¢
		Sliced Bananas	— ¢
		Stewed Prunes	— ¢
		Baked Apple	— ¢
BEVERAGES		BREADS	
Coffee	— ¢	Buttered Toast	— ¢
Milk	— ¢	Hot Rolls	— ¢
Tea	— ¢	Muffins	— ¢
Chocolate	— ¢	Waffles	— ¢
		Sweet Rolls	— ¢
		Buckwheat Cakes	— ¢

3. Make food models and set them out on the tables. Choose foods for breakfast. Give reasons for your choices. Check your choices against these questions.

- a. Do I have fruit? Why?
- b. Do I have milk? Why?
- c. Do I have good cereal?
- d. Do I have enough food so that I will not get hungry before noon?
- e. Is my meal attractive? Does it make me hungry to look at it?
- f. Will I have time to eat it or am I in such a hurry that I should have chosen something I could eat in less time?

REFERENCES

1. *In this book*: Planning the family breakfast, p. 112; Preparing breakfast foods, p. 114; Preparing and serving breakfast, p. 130.
2. HARRIS, J., AND LACEY, E., *Everyday Foods*, Houghton Mifflin Co., Boston, 1927. Study "What shall we have for breakfast," p. 1.
3. TRILLING, M., WILLIAMS, F., AND REEVES, G., *A Girl's Problems in Home Economics*, J. B. Lippincott Co., Philadelphia, 1934. Study "Planning healthful breakfasts," Ch. III.

SECTION 7—CHOOSING FOODS FOR LUNCH OR SUPPER

A good lunch or supper. This is the middle-sized meal of your day, usually called lunch if at noon and supper if at night. Young children should have their big meal at noon so that the digestion of heavy foods will not interfere with their sleep at night. For

the rest of the family it is usually more convenient and pleasant to have the big meal in the evening.

Luncheon is usually a larger meal than breakfast and includes about one-third of the day's food requirements. What did you eat for breakfast? On your Day's Food Pattern check off those necessary foods which you ate at breakfast. At lunch you should include some of those left on your list. In the winter you will enjoy a much heavier meal at lunch than in the summer. Just as at breakfast, the amount of work you have to do will influence the size of your luncheon. Most people choose their lunches according to one of these plans: ¹

I	II	III
Soup or Main Hot Dish	Soup	Main Hot Dish
Bread and Butter	Main Dish Salad	Vegetable
Salad or Dessert	Bread and Butter	Bread and Butter
Beverage	Dessert	Salad or Dessert
	Beverage	Beverage

Plan a lunch for yourself Check its value to you by these questions:

1. Have I chosen a main dish such as a rich soup, a meat or rich vegetable salad, or a hot dish such as macaroni and cheese?

2. Have I selected enough other foods with it so that I will not be hungry before the evening meal?

3. Have I completed another part of the Day's Food Pattern?

4. Are these foods good choices for the time of the year?

5. Is the food attractively cooked and served?

6. If my time is short, have I chosen foods that can be eaten comfortably in a short time?

PROBLEMS

1. Plan lunches according to each of the three plans. Which plan do you prefer?

2. Set up the food models and choose a lunch for yourself. Explain your choices to the class. (See p. 13.)

3. From the restaurant menu choose a lunch that will fit with the breakfast you have eaten.

¹ Greer, C. C., *Foods and Home Making*, Allyn and Bacon, Boston, 1928, p. 328.

LUNCH ¹ — ¢

Creamed Dried Beef
 Barbecued Lamb
 Chicken Giblets
 Roast Pork with Baked Apple

Choice of three vegetables:

Baked Beans
 Carrots and Peas
 Corn Pudding
 Potatoes in Cream
 Stuffed Tomato

Iced Watermelon Pie Coffee, Tea, or Milk

PLATE LUNCH — ¢

Chicken Giblets
 Creamed Dried Beef
 Barbecued Lamb
 Roast Pork with Baked Apple

Choice of two vegetables:

Baked Beans	Corn Pudding
Carrots and Peas	Potatoes in Cream
Iced Watermelon	Coffee, Tea, or Milk

$\frac{1}{2}$ Spring Chicken Fried	Sliced Tomatoes	
Shoestring Potatoes	Choice of Drink	— ¢

Fried Frog Legs with Potatoes (any style)	— ¢
Lamb Chop with Potatoes (any style)	— ¢
T-bone Steak with Potatoes (any style)	— ¢
Club Steak with Potatoes (any style)	— ¢
Veal, Lamb, or Pork Chops with Potatoes (any style)	— ¢
Creamed Chicken on Toast	— ¢
Club Sandwich	— ¢

REFERENCES

1. *In this book*: Planning lunch or supper, p. 135; How to prepare luncheon dishes, p. 137; Lunches away from home, p. 153; Serving luncheon or supper, p. 155.

2. GREER, C. C., *Foods and Home Making*, Allyn and Bacon, Boston, 1928. Study "Luncheon or supper menus," p. 327.

¹ See footnote, p. 13.

SECTION 8—How You Eat

How you eat. After you have supplied a car with gas and oil, the way you use it makes a great difference in the pleasure you get out of the car. You have seen the engine sputter and die when choked with too much gas, and sputter and jerk along with too little. You have seen important parts wear out for want of oil and many other troubles that were not due to the quality of the fuel the car was getting or to any fault of the car. It is the same with your body engine. The results of good choices of food may be entirely ruined by unwise eating and by improper treatment of one's body. The first of these we want to think about is how you eat. Are you hungry when you come to meals? Perhaps you have seen the picture of the "poor child who just couldn't eat her supper." Next to it is a picture of what the "poor child" has had to eat since dinner time:

2 sticks of candy, a chocolate bar, a lollipop,
3 cookies, a piece of cake, and an ice-cream cone.

Let us suppose you had eaten these and then came to a good dinner at night, such as we suggested before: steak, corn, mashed potatoes with gravy, bread and butter, head-lettuce salad with dressing, peaches with cream, and a glass of milk. What would you eat? Probably only the meat and the dessert! What important parts of your day's meal "pattern" (see p. 13) would you have left out? Candy will not take the place of the vegetables and milk. We have already learned that cereals, potatoes, and bread supply energy to your body. Sugar also can be used to manufacture energy, but eaten by itself it spoils your appetite for other foods, and may further the decay of teeth. (See footnote, p. 24.)

Exercise and appetite. One of the many good things about exercise in the open air is the appetite it gives you. Your physical-training teacher will tell you how exercise develops your muscles, and trains them to work together in a quicker, more graceful way. We must not forget that exercise also helps to make and keep one healthy. Can you tell why? (See p. 25.)

Each meal a party. One of the pleasantest things about the evening meal in many homes is the atmosphere of quiet happiness, often gayety, which comes with the gathering together of the

members of the family. Wise persons keep this pleasant feeling at all meals because of its good effect upon digestion. They carefully avoid quarrels, scoldings, and other emotional upsets near meal-times.

If you do become emotionally upset just before mealtime do not eat as you ordinarily would. Eat only a little food or none at



Photograph by H. Armstrong Roberts

Mealtime should be one of the most pleasant times of the day

all, and choose foods that will be easy to digest. Bread and milk or crackers and milk, some fruit, hot milk or hot cocoa, or an egg and toast are some of the foods suited to such times.

Table manners. Good table manners contribute much to the pleasures of mealtime. Good manners are based on thoughtfulness for others, convenience, and custom. If you practice them every day, you need never worry about how to eat in company. If you are not always sure of the accepted customs, you can watch what others do. Gracefulness and courtesy are the important things in correct manners everywhere. Further suggestions on table manners are give on pages 78-79.

PROBLEMS

1. Jimmie likes to tease his brother Bobbie at mealtime. Bobbie gets very angry. What is likely to result from this? How might it be avoided? (See p. 354.)

2. Junior is having a hard time learning to eat without spilling his food and breaking his dishes. Devise a game which will teach him how to handle his food and dishes. Could you play it at other than meal-times? Try it and report to the class.

REFERENCES

1. *In this book*: Fuel for your body, p. 91.
2. ROBERTS, L. J., *Cutting Down on Candy*, University of Chicago Bookstore, 10¢. This is a reprint from *Hygeia*, July, 1924.
3. Metropolitan Life Insurance Co., New York City. This company supplies pamphlets on exercise and health.

SECTION 9—ABOUT SLEEP

"Time to go to bed!" calls Mother.

"Why can't I stay up a little longer? I don't see why people have to go to bed anyway! I went to bed early last night."

Does this sound familiar to you? Have you ever wondered why people have to spend so much time sleeping?

Even when people eat the right kinds and amounts of food, they often look poorly fed because of faulty hygiene in other ways. One of the commonest of these faults is too little sleep. All day long as you work and play your body engine burns up the fuel-foods you furnish it. While you are asleep your body engine burns less fuel than at any other time. If you do not get enough sleep your body engine will need extra fuel. But, your appetite does not increase—usually it decreases, when you do not have enough sleep! Then, the extra fuel that you must have comes from the tissues of the body itself and you lose weight. This will help you to understand why some people who eat as they should, lose weight and are easily upset emotionally. Few of us like to live around anyone who is irritable. Perhaps you can remember some especially unhappy days of your own that followed a night when you had been up late.

Loss of sleep. Long-continued loss of sleep may become a very serious matter. Scientists have found that young dogs who are not allowed to sleep at all die in from five to six days. You can easily understand from this how lack of sleep makes people work more slowly. Jim's poor lessons in school today and his generally "dumb" look may be because he stayed up late last night. Loss

of sleep also lowers your body's power to ward off disease and infection. People who have stayed up late often feel cold and may develop colds or sore throat. Loss of sleep also increases the number of accidents in driving automobiles, in working in factories, etc., because people are so tired they move and think slowly and poorly. Have you known of any accidents that probably were due to lack of sleep?

Amounts of sleep necessary. How much sleep should one have? It is hard to tell the exact amount of sleep required for different persons, but doctors agree that the amounts given in Table III are satisfactory.

TABLE III ¹

AGE	HOURS OF SLEEP NOT LESS THAN
2 and 3	12½
4 and 5	12
6 and 7	11½
8 and 9	11
10 and 11	10½
12 and 13	10
Remainder of growing period	9
Adults	8

If you get up early enough in the morning to get dressed, eat breakfast (slowly), go to the toilet, and get to school on time, what time must you get up? Let us figure backward from that time, using the number of hours shown in the table for your age, and find what hour you will need to go to bed. The same amount of sleep night after night is more valuable than a few hours one night and many hours another night. In the summer time you may find a regular bedtime especially hard to keep. What can you do about it?

Some people have a hard time going to sleep at night. If you do, try slowing down a while before bedtime. Find some quiet activity and work slowly until you feel relaxed. Undress slowly, make yourself comfortable for the night, and you will usually go to sleep easily.

PROBLEMS

1. Keep a daily record of how much sleep you get during a week in which you have missed considerable sleep and for one in which you have had all you need. (Table III.) When did you feel the better?

¹ Roberts, L. J., *Nutrition Work with Children*, University of Chicago Press, p. 115.

2. Suppose you have had to stay up late. How might you get a nap during the following day, if only for a few minutes, without interfering with your work?

3. Suppose you have been to an exciting movie or have read an exciting story just before bedtime. A hot bath, toasting by the fire, listening to soothing music, relaxing your muscles (see p. 77, No. 4), and many other quieting activities will get you ready to sleep soundly without tossing about. Which of these have you tried successfully?

REFERENCES

1. *In this book*: The number of calories you need, p. 94; Sleep and rest for baby, p. 329.

SECTION 10—MORE HEALTH HABITS

Elimination. Your body gets rid of a waste product called carbon dioxide every time you breathe. Waste water and other substances are eliminated in the perspiration from your skin and waste water and waste food materials are eliminated through the bladder and bowels.

Fresh air and exercise will help you to get rid of the carbon dioxide gas and to keep your bowel movements regular. Your skin will continue to do its share if you give it a chance. That means that you must keep your body comfortably clothed, bathed, and exercised so that the pores of the skin will function properly. A daily bath of some sort—shower, tub, or sponge bath, following any strenuous game or piece of work and a brisk rubbing with a towel will keep your skin in good condition to throw off waste materials.

It seems easier to keep from being constipated if, in addition to proper diet (see p. 7), we empty the bowels at regular times every day. The best time to do this seems to be after breakfast and before you go to school. If you do this day after day, proper bowel movement will soon become a habit.¹

Care of teeth. When we studied what foods to eat we mentioned one that is especially good for building teeth. Do you remember it? (See p. 4.) We learned that vegetables are especially good for helping to supply iron for good red blood. The minerals

¹ *Note to teacher*; While there is considerable disagreement as to the exact effects of constipation, it is generally agreed that regularity of bowel movement contributes to health, and that it should be a habit—not the result of medicine. See Alvarez, W. C., *Nervous Indigestion*, Paul B. Hoeber, Inc., New York, 1930, especially pp. 203–215.

from vegetables also are good for building teeth. Another substance which is especially beneficial for building teeth is vitamin D. Oil from the livers of cod and halibut, and sunshine are rich sources of vitamin D. (See p. 101.) You see now why babies are often given sun baths and regular feedings of cod-liver or halibut-liver oil. Since you will be cutting some teeth until you are grown, perhaps until you are twenty-five years of age, you can understand the importance of the right foods, fresh air, and sunshine, and not too many sweets.

The six-year molar. The first big tooth which a child develops is called the "six-year molar." It makes its appearance in the jaw when one is about six or seven years old. If a child stopped eating his vegetables and drinking his milk when he was four, what would his first big tooth be like?

If your six-year molars have any decayed spots in them what should you do? The six-year molars are called permanent teeth—that is, they will never be replaced by other teeth; so you must care for them or lose important double teeth.

You are all familiar with the job of brushing your teeth twice a day. We used to say "A clean tooth never decays." We know now that clean teeth do sometimes decay,¹ but probably not as rapidly as dirty teeth. A trip to your dentist every six months is another kind of *outside care*, and your dentist will also tell you to be careful of what you eat. Why do we suggest that you see your dentist regularly? What are some of the things a dentist can do for you even though you do not have an aching tooth?

Other things that hurt teeth are diseases and infected adenoids and tonsils. Dentists say they can tell by ridges in people's teeth if they have ever been seriously ill. Do you care for your teeth "inside and outside"?

Correct posture. Your gymnasium teacher will tell you that good posture is an aid to health and necessary to make others think well of us. Most people who are healthy and well-fed feel so well and are so proud of themselves that they like to stand erect. Have you noticed how people stand when they are poorly nourished and half sick, or ashamed? Some of us who are well

¹ *Note to teacher:* Very important research is now under way relative to the causes of tooth decay. Findings to date are summarized by Dr. R. W. Bunting in *Science* for Nov. 10, 1933, pp. 419-424. Additional information may be secured by writing the Dental Caries Research Fund, University of Michigan, Ann Arbor, Michigan.

fall into bad habits and need help about standing up straight and tall.

Balance. In order to have a good posture the muscles of the back and the front of your body must be of equal strength so that they will balance. Did you ever stop to think which set gets the more exercise? Scientists tell us that we are not well suited to walking erect and that we must make special effort if we wish to have good posture.

Make a list of all the things you do during the day which give you a habit of leaning forward. Name anything you do during the day which tends to pull your body backwards. The only thing one boy could think of was that he stretched in the morning! Would one stretch a day be enough to keep a correct position?

Any exercise which will help to strengthen your back muscles, stretch the front ones, and hold your head back will be a good one to make you stand straight. Make a list of the exercises we might use. Your physical-education teacher can help you, or you may find radio exercise hours that will suit your purpose.

If you have grown fast, you may be sensitive about being so tall and so have begun, without thinking, to slump down to look shorter. Do you know of any great people who were very tall? Very short? Which do you think you should be more concerned with: how tall you are, or how well you are? Which should you take the greater pride in? Good posture helps one to keep well and strong, and to make a good impression on others.



Courtesy of Helena Rubinstein
Good posture

PROBLEMS

1. Plan a short play or assembly program on the care of the teeth.
2. Working with your physical-education teacher, make a score card for judging posture and then score each other.

REFERENCES

1. *In this book*: Why drink milk, p. 3; Baby's teeth, p. 340.
2. FERGUSON, H. W., *Child's Book of Teeth*, World Book Co., Yonkers, N. Y., 1922. This book is very interesting and has good pictures.
3. HAVILAND, M. S., *Good Neighbors*, J. B. Lippincott Co., Philadelphia. Study "Stand up for yourself," pp. 14-21.
4. WINSLOW, C. E. A., AND HAHN, M. L., *The New Healthy Living*, Charles E. Merrill Co., New York, 1929. Study Chapter III, "The framework of our bodies," pp. 31-33.
5. U. S. CHILDREN'S BUREAU, Washington, D. C., A set of six charts on posture. Address the Superintendent of Documents, Washington, D. C.

SECTION 11—SELF-DIRECTION

In the East there is a beautiful country home which is used for a sanitarium. The famous man who established it said he was not so much a doctor as a "trainer of men." The men who came to him for treatment (many of them famous people) were not seriously ill, but were nervous, tired, hard to get along with, and had a hard time doing their work. This doctor "trained" them to do the things we have been talking about,—what foods to eat, how much sleep to have, proper exercising, and how to be "Boss" of themselves.

It was necessary to teach these grown men to practice health habits because most of them did not learn to manage themselves when they were young, although many of them now control great sums of money and the work of many people. Can you manage *your* self? Do you do the things you wish to do in taking care of yourself or do you drift along, knowing what to do, but so tied down by bad habits that you let them continue to boss you? Do you have to depend upon being reminded by another person?

Safety first. When one is earning his own way, he pays the bills when he is ill. When you are ill now, your family pays the bills and has to take care of you. What could your folks have bought with the money your illness cost if they had not had to spend it this way? What did your mother have to neglect to take

care of you? We are not talking about the big illnesses you cannot help, of course, but of the little colds, sore throats, infected cuts, and other things that may result from carelessness. In railroads and in factories, medals and cups are often awarded to the workman who has the best "Safety First" record. How good a "Safety First" record have you from the standpoint of health?

We have talked of many good health habits. A health chart such as the one shown on the following page is very useful to most people. On it check the habits you have learned. Make a list of the ones you are going to make yourself do without having anyone to remind you.

PROBLEMS

1. If your city has a Safety Council, appoint a member of the class, or a committee to ask it to explain its work to you. Does it consider health problems?

2. Get all the information you can about the Safety First program of a factory or of railroad shops.

3. Write a Safety First Manual for your school. Be sure to include health directions.

REFERENCES

1. *In this book*: Preventing illness, p. 378.

2. WINSLOW, C. E. A., *Healthy Living, Book II*, Charles E. Merrill Co., New York, 1924. Study Chapter XXI, "Safety first," pp. 356-365.

SECTION 12—HEALTH CHAMPIONS

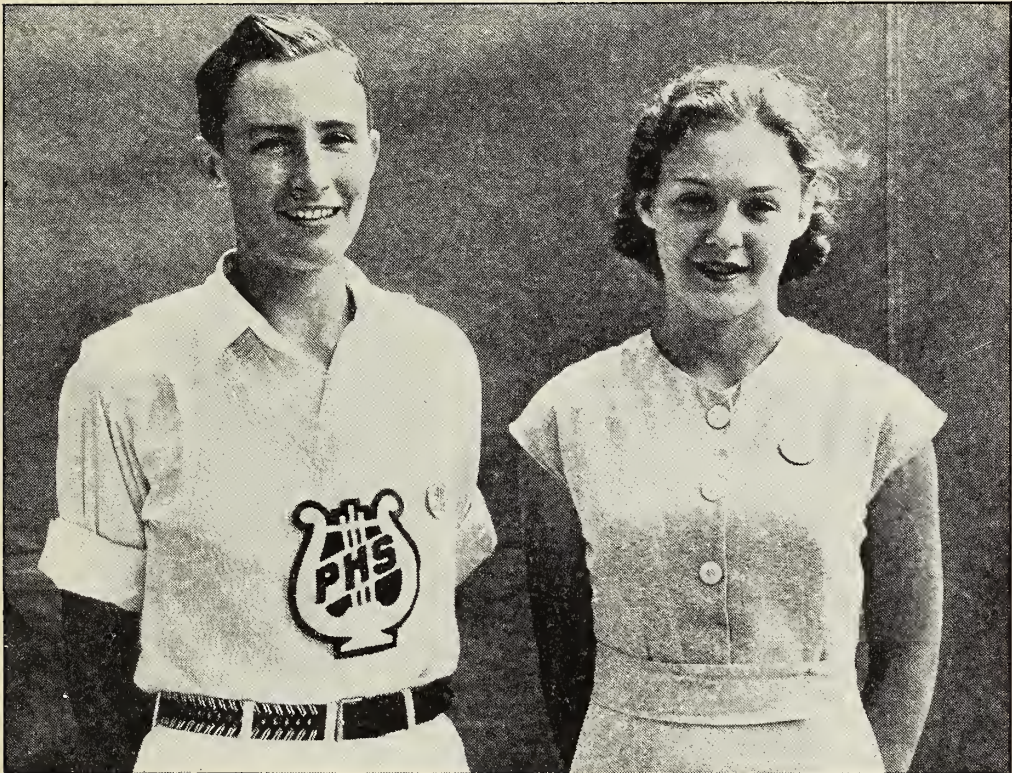
Do you know how to tell if you are healthy? Let us begin by weighing and measuring ourselves. Have you ever made a weight chart for yourself? Here is one you may use for a pattern.

Name: Mary				Age: 12				Height: 54½"				Weight: 63 pounds			
Weeks—Each space equals one week.										Gain		Lose			

As you see, the girl for whom this chart was made is 54½ inches tall and weighs 63 pounds. She needs to gain a few pounds so there is a circle around "gain." Measurements of large numbers

NAME _____	WEEK _____							
	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.	Total "Yes's"
1. Were you in bed at least 10 hours?								
2. Did you have a bowel movement this morning?								
3. Did you have: A glass of milk at each meal?								
One vegetable other than potato?								
Two fruits (one raw)?								
Whole cereal or graham bread?								
A piece of meat, egg, fish, or cottage cheese?								
4. Did you have: A good breakfast?								
A good noon meal?								
A good supper?								
5. Did you get plenty of exercise and fresh air?								
6. Did you keep from spoiling your appetite with sweets?								
7. Did you brush your teeth?								
8. Did you practice "Safety First"?								
9. Did you remember to keep yourself straight and tall?								
10. Did you "Boss" yourself in these things?								

of boys and girls of your age and height are taken and these are averaged to give the height-weight charts we use. If you are larger or smaller than the average boy or girl, the food you have eaten and the care you have given your body, the size and build of your family, and the diseases you have had, all had something to do with it. If you are the "Skinny" or the "Fat" of your gang, do not worry very much about it as long as you are healthy. Weight is only one of the ways we have of knowing how healthy



Courtesy of Keystone View Company

Health champions from Illinois

you are. Although the tables of weights are made for the average of boys and girls, we usually think that if you are ten per cent over or under the average for your height and age you should see if you can add or subtract a few pounds. Be sure that you are healthy. Don't let yourself be too "fat" or too "skinny."

The first question the doctor asks when he goes to see a person who is ill is "How do you feel?" One is not always well when he feels well nor always ill when he feels "poorly." Some people think it is a mark of courage to conceal the fact that they do not feel well. What do you think?

A doctor, of course, can check up on the workings of your body,—heart, lungs, liver, eyes, ears, nose, throat, and teeth. It pays to have a doctor give an examination like this regularly even if you are not sick. Why? What are some of the signs of health which you can see yourself? Here are two lists. Look at yourself and others as you read them. What good and what poor signs do you have?

SIGNS OF GOOD HEALTH

Well-developed body, firm muscles moderately padded
 Healthy glow to skin
 Skin of eyelids and mouth a reddish pink
 Smooth glossy hair
 Eyes clear and bright, no circles under them
 Facial expression bright and unworried
 Posture good—head erect, chest up, stomach not sticking out or hanging down, step quick and firm
 Disposition usually happy and good-natured, full of life and activity
 Fights for rights but is not irritable
 Sleeps sound
 Digestion good
 Bowels regular

SIGNS OF POOR HEALTH

Undeveloped body, thin or fat and flabby
 Pale, sallow, muddy skin color
 Skin of eyelids and mouth pale and colorless
 Rough, dull hair
 Dark hollows or blue circles under the eyes
 Sad or worried
 Posture poor: round shoulders, “wings,” chest flat and narrow, stomach sticks out, arches flat or partly so, tired look
 Disposition lazy, listless or nervous, irritable and fidgety, restless
 Bad-tempered
 Sleeps lightly
 Stomach easily upset
 Often constipated

Which things should you work on? Write them on the vacant lines at the bottom of your health-habit charts. Find all the things that we have said will help.

PROBLEMS

1. Make the items from the “Signs of Health” list into a score card. Rate yourself.
2. Keep a weight chart for yourself.

REFERENCES

1. *In this book*: Signs of illness, p. 385.
2. ROBERTS, L. J., *Nutrition Work with Children*, University of Chicago Press, 1927. Study the pictures in Chapter II, p. 12.
3. WINCHELL, R. E., *Food Facts for Every Day*, J. B. Lippincott Co.,

Philadelphia, 1924. Study Chapters I, II, and III, pp. 1-32. Note especially the pictures and Chapter III, "Should we give pigs and calves better care than boys and girls?"

MATCHING EXERCISES

Part I

- | | | |
|-----------------------------|-------|--|
| 1. Milk | _____ | To provide growth and repair materials |
| 2. Vegetables | _____ | To prevent scurvy |
| 3. Fruits | _____ | To provide heat and energy |
| 4. Cereals, bread, potatoes | _____ | To provide material to build teeth and bones |
| 5. Eggs, meat, fish, cheese | _____ | To provide iron for good red blood |

Part II

- | 1. Signs of good health | 2. Signs of poor health |
|--|-------------------------|
| _____ Well-developed body, firm muscles, moderately padded | |
| _____ Pale, sallow, muddy skin color | |
| _____ Skin of inside of eyelids and mouth pale and colorless | |
| _____ Smooth, glossy hair | |
| _____ Eyes clear and bright, no circles under them | |
| _____ Facial expression sad or worried | |
| _____ Sleeps lightly | |
| _____ Fights for rights, but is not irritable | |
| _____ Healthy glow to skin | |
| _____ Round shoulders, "wings," chest flat and narrow | |
| _____ Stomach easily upset | |
| _____ Sleeps sound | |
| _____ Bowel movements regular | |
| _____ Disposition lazy, listless, irritable | |
| _____ Rough, dull hair | |
| _____ Skin of inside of eyelids and mouth a reddish pink | |

UNIT TWO

YOUR CLOTHES AND HOW YOU LOOK

Think of the most attractive girl you have ever seen. Can you describe her? Why do you think she is attractive? Make a list of the things you think make her attractive. Did you include:

Beautiful hands?

Pretty clothes?

Lovely hair?

Good-looking face?

Your favorite movie star spends hours of her time and a great deal of money having her hair shampooed and arranged, her nails manicured, her face cleansed and "made up," her clothes chosen especially for her and put into perfect order before she appears in public or before the camera. In the next few pages we shall find out what *you* can do to be better looking. We shall talk about:

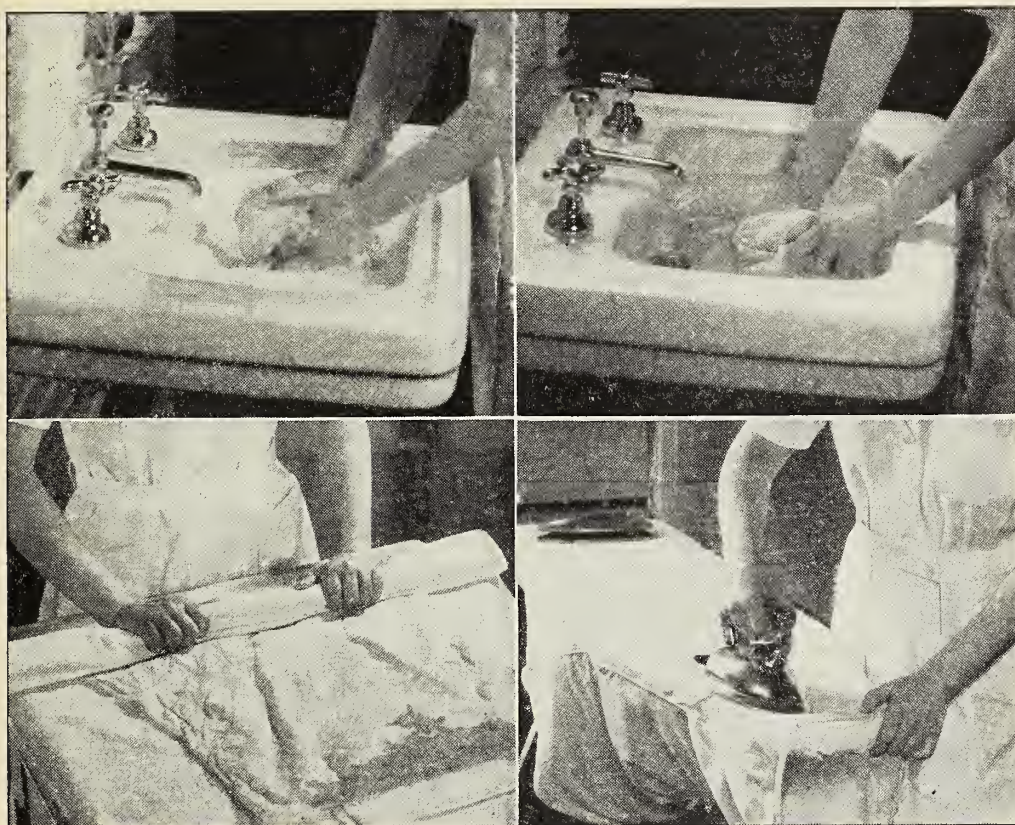
1. How to keep your clothes looking their very best.
2. How to get the best-looking clothes with the money you have to spend on them.
3. What to do about your personal appearance.

SECTION 1—CARE OF UNDERGARMENTS

"Shall I wear the same slip, Mother, or get a clean one?" Mary asks. How do you decide when you need a clean undergarment? Perhaps you have seen a beautifully dressed girl and had your pleasure in her appearance suddenly turned to disgust at the sight of dirty shoulder straps or a soiled slip top. Undergarments need two kinds of care: laundering and mending. Which will take more time to launder and to keep mended: a lace-trimmed pleated silk crêpe combination or a rayon vest and pair of bloomers? The amount of time you will have to spend on laundering and mending will depend a great deal on the kind and quality of underwear you buy in the first place.

Laundering. Cotton undergarments do not need any unusual care in laundering, but rayon and silk do. Most rayon is weak when it is wet and is easily torn with rough fingernails or rings.

Holes sometimes appear in a rayon garment where it has been fastened to the line with clothespins. Here are washing directions



Courtesy of The McCall Magazine

Hand laundering

1. Work the garment in the soapy water using a squeezing motion.
2. Rinse three times.
3. Squeeze dry and roll in a towel.
4. Press on the wrong side with a warm iron.

given on a box of soap flakes. Check them to see if you think they are complete:

“Use warm soft water and a mild soap. (A soap is “mild” when it does not have enough lye in it to wrinkle your hands badly.) Work up a good suds and then squeeze the garment through the soapy water until it is clean. Handle gently, and be careful of rings or rough fingernails. Rinse three times, using water the same temperature as the suds water the first time, and a little cooler the next two times. Squeeze the water out of them; *do not wring or twist*. Lay on a towel to dry, or over a line. Do not use pins or clothespins.”

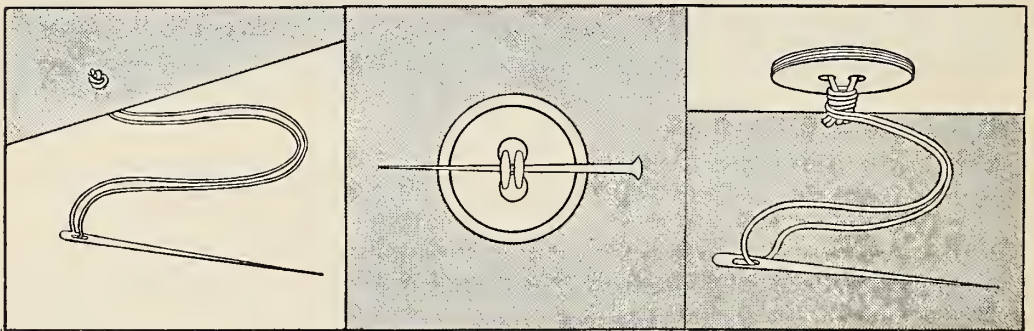
You may need more than three rinse waters if you have many garments. Rayon and silk garments will wear much longer if they are washed this way.

“HURRY” HINTS

1. Have everything ready before you begin—hot water—soap—clothes collected and sorted.
2. Work up a suds before putting garments in water.
3. Wash more than one garment at a time.
4. Rinse more than one garment at a time.
5. Rinse the first piece while the water is running in, and the last one while it runs out.
6. Have a convenient place to hang your clothes to dry.

Mending. The best time to mend clothes is when you take them off or just after washing them. What will happen to a little hole or a loose strap if you wear the garment again before mending? A mending basket or box is very useful. What will you need in yours? Here are some directions that will help you in mending your clothes:

Shoulder straps. Fold the raw edge under, pin the strap to the place you wish it, then take small stitches across the edge of the shoulder strap into the cloth of the garment, up the side and across the top, down the other side and across the bottom again. It is well to take extra stitches at each of the four corners.



Three steps in sewing on a button

When finished, fasten the thread on the wrong side of the cloth.

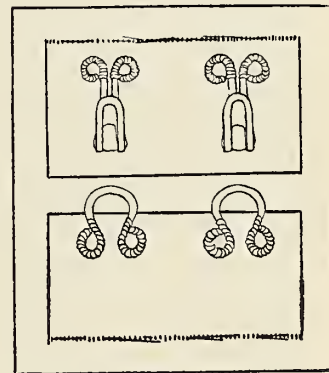
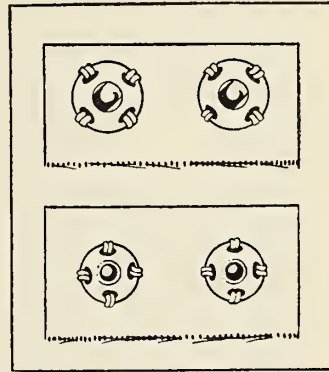
Buttons. Use a double thread with a knot in the end of it. Mark the exact place for the button. Stick the needle down through the cloth, leaving the knot on the right side. Then stick the needle up through the cloth and through one of the holes in the button. Place a pin on top of the button under the thread and sew the button down securely, keeping the pin under the threads on top of the button. Next, pull out the pin, stick the needle up through the cloth but not through the button, and wind the thread four or five times around the threads holding the button. Then stick the needle back through the cloth and take two or three stitches close together on the wrong side. When sewing on tiny

ornamental buttons, place the knot on the wrong side, use no pin and do not wind the thread.

Elastic. Measure carefully the length of elastic you will need. It will shrink when washed so you must be a bit generous in your measurement. A good way to do is to draw the elastic snug about wherever it is to be used (about as tight as it is to be worn), then allow $\frac{1}{4}$ in. for shrinking and an extra $\frac{1}{2}$ in. for lapping the ends. Fasten a safety pin in the end of the elastic and run it into the casing (the place made for the elastic). Lap the ends and fasten them together firmly by taking many stitches over and over the edges of the two pieces. When this is done, clip the thread and pull the elastic down into the casing, distributing the fullness of the garment evenly.

Snap. Use a single thread with a knot in the end of it. Stick the needle down on the right side, take a stitch or two in the same place, place the snap over the knot and sew it to position by taking several stitches through the holes in the snap and over the edge into the cloth. The ball part of the snap is usually sewed to the fold of the garment which lies uppermost, and the socket part to the underneath part of the garment. Finish by taking a stitch or two in the same spot on the wrong side.

Ribbon tapes. Ribbon tapes wear out and need to be replaced often. Use a safety pin or a ribbon bodkin to thread the tape back into the casing. Be sure to leave a generous amount for tying. Measure the amount needed with the garment spread out its full width and then allow enough for the bow in addition to that needed within the garment.



How to sew on snaps and hooks and eyes

See how the threads are placed to hold these fasteners securely in place.

PROBLEMS

1. Make a list of the things you will need in a mending basket.
2. Mend all your own underwear for a month. Try to do this without having to be reminded.

REFERENCES

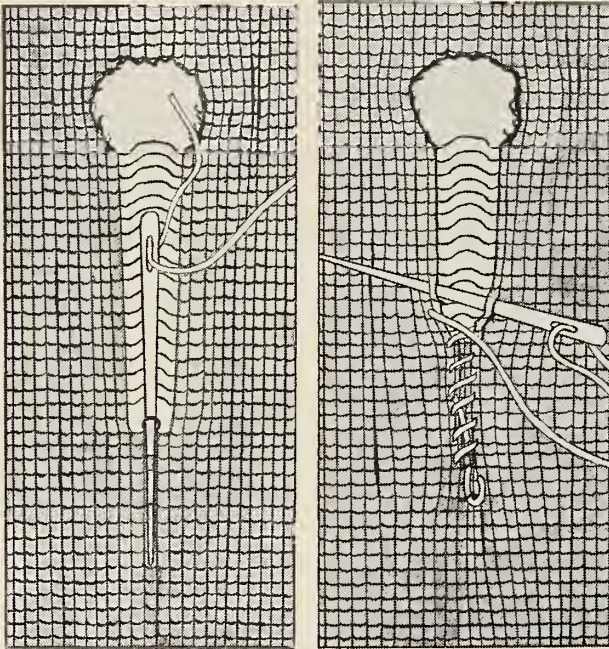
1. *In this book:* Buying underwear, p. 61; Making underwear, p. 210.

SECTION 2—CARE OF STOCKINGS

Did you ever see anyone who was putting on a new pair of stockings push her foot down roughly through the leg of the

stocking? What might happen if you did this to a silk stocking? Show how to gather up the leg of the stocking, slip your foot in carefully, and then pull the stocking up into place.

Do yours run? The quality and size of stocking you buy will make a difference in the amount of mending you will have to do.



How to sew up a run

1. See how first stitches are placed to hold the run-way loop securely. 2. Pull the sides of the run and the hole together. Catch all loops and fasten thread securely.

Cheaper stockings are often "seconds" and have mended places in them. Sometimes these slip and cause runs. If you wear your best silk chiffon party stockings to school and fall down while playing, you may have a great deal of extra mending! Poorly fitting shoes that slip up and down on the heel, and shoes with nails sticking up wear out stockings in a short time.

Garters. Stockings are usually kept in place with round garters or with a garter belt. Garters should not be tight enough to make red marks on your legs. A garter belt is more hygienic and holds the stockings in place with fewer adjustments.

Washing. Name the materials of which stockings are made. Which of these must be carefully washed? (See p. 32.) How often will you have to wash your stockings to have a clean pair every day? Perspiration rots silk rapidly. Because of this many persons wash their silk stockings immediately after wearing them.

Washing stockings will be much like washing rayon underwear. List the steps. (See p. 33.) You may need to turn the stockings inside out and rub the feet between your hands to get them clean. If your stockings are part wool, you will need to be especially careful not to plunge them suddenly from hot to

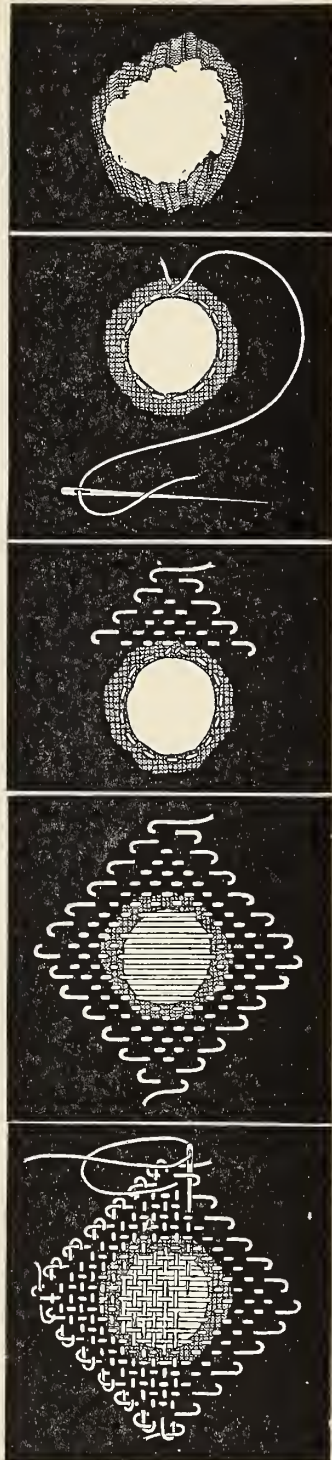
cold or from cold to hot water. Wool often shrinks when so treated.¹

PROBLEMS

1. Wash your own stockings. Report to class any unusual problems you had and how you solved them. If you do a good job, Mother will be glad to have you wash hers, too. It will not take twice as long to wash two pairs as to wash one! Members of a family may co-operate with work of this type. How much time might you save by doing this in your family?

Mending stockings. How long do you wear stockings before they need mending? Good mending will make a great difference in the comfort you get out of stockings as well as in the way they look and how long they wear. Stockings should be mended when the first thin place appears.

Runs. You have seen a dropped stitch in a piece of knitting. That is exactly what happens when you have a run in your stocking. (Sometimes it is called a "runner" or "ladder.") If the stocking is almost new, it may pay to take it to a store which has a hosiery-mending department and have them knit up the run for you. If the stocking is not very new or if the run is a short one, you can sew it up yourself. Use thread as nearly like the material in the stocking as possible. Take two or three tiny stitches towards the end of the run, stick the needle through the loop of thread at the end of the run, take two or three stitches over and over, then start up the run, pulling the edges together with an over-and-over stitch. Be sure to fasten your



Steps in darning a hole in a stocking

1. The hole showing ragged, stretched edges. 2. The edges have been trimmed, the hole drawn up to its right size. 3. The first of the running stitches have been put in. 4. The running stitches have been put in in the shape of a diamond covering the hole and the thin places around it. 5. The running stitches have been placed in the opposite direction and the weaving begun.

¹ McGowan, E. B., *Soap Bubbles*, The Macmillan Company, New York, 1929, pp. 127-129.

thread carefully when you finish. Some people sew up runs on the sewing machine.

Thin places. If you have a thin place in the foot of your stocking, cover it with rows of tiny running stitches and it will wear a long time before a hole appears. If the material is very thin, it may be well to put several rows of running stitches across the other way, too. See how small and neat you can make the stitches. Use no knot, but leave a little piece of thread sticking out to hold it. When you finish, clip this thread.

Holes. In spite of all our care, holes appear in stockings. A little piece of material is gone and to replace it we must weave in a new bit. Have you ever seen anyone weave cloth or make a rag carpet? They had two sets of threads, one going up and down, called the "warp," and another called the "woof" which they wove in and out between the first threads. Darning is done in much the same manner. Use thread as nearly as possible the same color and texture as those in the stocking. Do not knot the thread. The steps in darning are given below and are shown in the illustrations on page 37. Study these carefully before you start to work. In the illustrations the stitches and the thread have been magnified so that you can see them easily. In darning you should put your stitches as close together as those in the original cloth.

1. The first picture on page 37 shows the hole with broken threads extending into it, and thin places around the hole.

2. Cut off the loose ends of the broken threads. Take small running stitches around the hole, catching the loops of the broken knitting. Pull this thread up until the material around the hole lies flat—neither stretched out of shape (due to too loose a thread), nor puckered from too tight a thread. (See second picture.)

3. Begin in the firm material at one side of the hole with a row of two or three small stitches. These rows increase in length to the center of the hole. Beyond that they decrease in length and end in the firm material on the opposite side of the hole. This makes what is known as a *diamond darn*. (See third picture.)

4. When you reach the edge of the hole, stretch the thread across to the other side and continue with the running stitches. Proceed in this manner until the diamond is completed. It must cover the hole and the thin places in the material around the hole. (See fourth picture.)

5. Put in the first of the woof threads (those running crosswise), using the same running stitch. When you reach the edge of the hole, begin weaving in and out, over one thread and under the next, until you reach the opposite side of the hole, completing the diamond outside the hole with the same small running stitches. (See fifth picture.)

PROBLEMS

1. Mend your stockings at home. Bring your best work to class. Examine your partner's work. Ask yourselves these questions:

- a. Is the darning firm and sturdy?

- b. Are the edges smooth?
- c. Are there any hard knots?
- d. Are there thin places that have not been strengthened?
- e. Is the loop at the end of a run caught securely?

REFERENCES

1. *In this book*: Buying stockings, p. 63.

SECTION 3—CARING FOR SHOES

Once upon a time a pair of shoes went to the bootblack's! Peeking around the edge of the door, they saw a little room with shelves and cases full of shoe creams, and laces, and everything one could think of for shoes. On one side was a row of high chairs where the people sat when they had their shoes shined, and some shiny stands where they put their feet. Clop! Clop! In came a pair of shoes.

"Mercy me!" said the Shoe-Shine-Man, "What noisy shoes!"

"I know," said the Shoes. "My master has promised me a pair of rubber heels so that I will not make so much noise, but just now, I must have a shine. I am brand new, but my master wishes to wear me tomorrow, and a shine will help me to keep from getting scuffed and old-looking."

"That is right," said the Shoe-Shine-Man.

"How shall I care for my complexion?" asked the Shoes.

"Watch carefully what I do," said the Shoe-Shine-Man.

"First, I will wash the mud and dust off. No good shine can go on over dirt! I will use just a little soapy water or a specially prepared cream and rub you dry quickly. Now you are ready for the polish. I like a black paste for you; Miss White Shoes needs a white cleaner; Mr. Tan Shoes always needs the dirty spots cleaned off with naphtha—any cleaner will do, but don't use too much or you will take the color out of your shoes. He will need a tan, waxy paste. There is a polish for every kind of shoe, you see.

Polish. "I like to put the polish on with my hands, rubbing it carefully into the leather. Some people use a soft cloth or a dauber brush. When the polish dries, I'll rub it up to a real shine. I like a soft brush and then a wool flannel cloth for this, but a clean rough cotton cloth would do if one rubbed hard enough.

Most people use too much polish and not enough 'elbow-grease' when they shine shoes.

Shine. "Now, I will put on some more polish and then rub it up to a shine again. Did you notice that I put a little bit of white shoe cream on after the shoes were all shined (a few drops of water would have done) and then shined them again with a clean soft rag? This puts a harder surface on the polish so that it will not scratch or collect dust so easily. I will not forget the edges of the sole or the heel, for they must be polished, too. See how you shine!"

"That is fine!" said Mr. Shoes as he jumped down. "My master has some old shoes, too. Can you do anything for them?"

Hints to old shoes. "Oh, yes," said the Shoe-Shine-Man. "I can use a naphtha cleaner on very dirty spots, and I can brush them all over with a dye to cover up the scuffed places before I shine them. And sometimes a nice new pair of shoe strings will help a lot to make old shoes look more like new."

To the shoe hospital. "What's the matter with those shoes?" asked the Black Shoes, pointing to a high-heeled pair of shoes.

"Now, isn't that a shame?" said the Shoe-Shine-Man. "That pair of shoes needs to be mended—to go to the shoe doctor. He would sew up this ripped place, which will only rip farther now, and he would straighten these heels. How do you suppose the woman walks on them? She never could stand straight! Look, these are all stiff! She must have had them out in the rain without rubbers, and I guess she forgot to take care of them afterwards."

Habits and manners for shoes. "You certainly gave me a beautiful shine," said Black Shoes. "Why do you suppose more people do not shine their own shoes?"

"Well, it is a lot of trouble to shine shoes well and then they can never find their polish when they need it, or the cloths they use are dirty or hard to polish with. And then they forget! How they forget! If the shoe-shine box were right beside the door where they would see it before they go out, I would not have so many shoes to shine.

"Well, good-bye! Tell your master to wipe the dust off you often. Good shoes ought to have better manners than to go around wiping dust on rugs and furniture and car upholsterings,

and people's clothes. Come back to see me again if you feel your shine slipping away!"

The kind of shoes you buy will make a great difference in the number of trips they have to make to the "hospital." Sometimes it seems impossible to get a shoe that fits well; then your shoe-repair man can help a great deal. Ask him some of the things he can do to make a shoe fit better.

How much do half soles cost? Rubber heels? Some people feel that it does not pay to mend shoes, so they continue to wear them long after mending is needed and then throw the shoes away. Does this cost anything in money? In time? In comfort?

PROBLEMS

1. Bring polishing materials and give each other a good shoe shine. Shoes that are muddy and wet should be washed at once and then greased with a little vaseline or lard and dried slowly.

2. Plan and get together a shoe-shining kit exhibit. Perhaps the manual-training boys will have suggestions.

3. Working with your mother, plan and get together a shoe-shining kit for use at home. See that the different polishes are refilled as needed.

4. Look over your shoes to see if they need mending.

5. Perhaps you can visit the shoe-repair man in your town. Ask him to show you all the things he can do to shoes to make them last longer.

REFERENCES

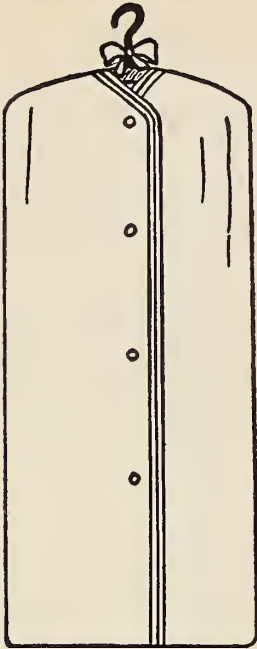
1. *In this book*: Buying shoes, p. 62.

SECTION 4—CARING FOR DRESSES

Did you ever visit a dress shop and look at the lovely dresses they had to sell? You would not like to buy a dress that was soiled or torn or wrinkled. Some of the things the stores do to keep dresses looking fresh are:

1. Each dress is hung away in a closet on its own hanger.
2. Many of the dresses are kept covered with paper or cloth covers to protect them from dust.

Could you use these ideas to keep your dresses looking fresh? Have you a clothes closet? If you lack one, a corner



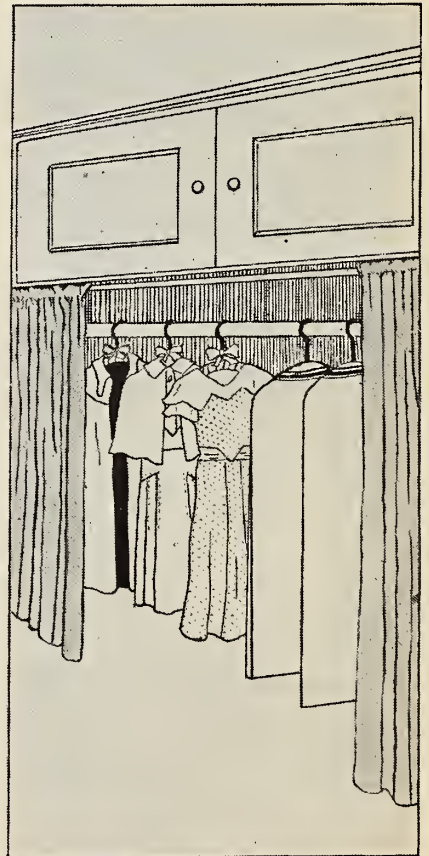
An attractive garment bag

of the room inclosed in cretonne would do. A hanger for every garment will not cost much. Party dresses will need to be covered. If you do not have a specially made cloth dress cover, use an old nightgown or a piece of an old sheet. Your brother can use an old shirt to cover suits not in daily use.

Spots. Look over your dresses. Are there any with grease spots on them? with candy spots? ice-cream (grease and sugar) spots? Have you any dresses with dirty collars and cuffs? a good silk dress with many plaits that is soiled all over? an old dress that is very dirty?

Sort them out. Which of them can you clean by removing the spots? You can save money by doing these yourself. You will have to dry-clean or send to a professional cleaner the badly soiled ones that have plaits or that may fade in water. Which might you wash with soap and water? Spots will be easier to remove if you begin work as soon as possible after the garment becomes soiled.

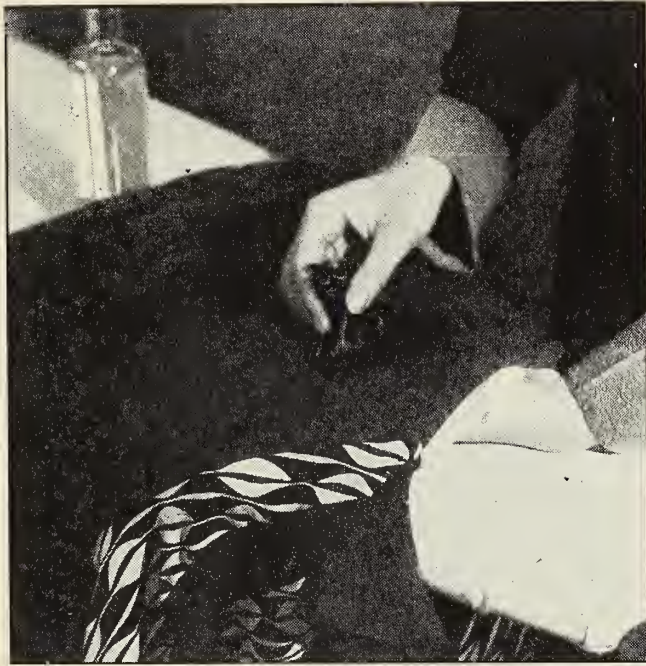
Grease spots. To remove a grease spot with cleaner you will need two clean cloths, or any clean absorbent paper that will not stain—one cloth to put under the fabric and one to rub it with. Use just a little of the cleaner; too much will spread out through the fabric and make a ring. Rub quickly, first up and down and then across, spreading the moisture far out into the fabric. You may need to repeat this several times before the spot will com-



A girl's clothes closet
Showing dresses hung up and some in garment bags.

pletely disappear. Where do you get most of your grease spots? Some of them might be avoided if you did not cook, or climb around greasy machinery in your good clothes.

Sugar spots. To remove a sugar spot warm water should be used sparingly. This is easy with a wool dress, but one must be careful of silk. Try it out some place where it will not show—the underside of a hem or seam, for example. Barely moisten the cleaning cloth. Touch this lightly to the silk fabric. Rub briskly until the silk is dry again. If there are no “water marks” (rings around the edges of the part that was moistened) it will be safe to remove the spot with water. Work just as you did with the cleaner. Use only a little water on the cleaning cloth, rub it quickly back and forth far out into the fabric before it has a chance to dry in a ring.



Courtesy of Good Housekeeping Institute

Removing spots from a dress

Notice the “sponge” of dark cloth like the dress, and the clean cloth held underneath the spot.

Ice-cream spots. Ice-cream spots will not come out for either cleaner or water used alone. They are mostly grease and sugar. First use the cleaner for the greasy part and then water for the sugar, until the spot disappears. You may need to repeat the process several times. If the ice-cream spot is allowed to stay on the dress very long, the fruit juice or other ingredient in it may join with the dye in the cloth to make a new dye. Then when the grease and sugar are removed, you will still have a spot of a different color.

Collars and cuffs. Collars and cuffs may be cleaned by squeezing them in a little of the cleaner poured out into a dish, or by sponging them all over with a cloth dipped in the cleaner. Rub thoroughly on the spots nearest the neck.

Dirty all over. If a dress is very dirty, washing may be best. Wash it just as carefully as you washed your silk stockings. (See p. 33.) Then squeeze it dry and roll it up in a heavy towel or cloth. When it is just damp enough to iron well, unroll and press it. Press a silk dress on the wrong side, being sure to have the iron only hot enough to take out the wrinkles. If there are any finishing touches which must be done on the right side, use a piece of cheesecloth or other soft, thin material between the silk and the iron.

PROBLEMS

1. Make a cover for your best dress—like a big pillowcase, large enough to cover the dress completely.

2. Bring a dress to class and remove the spots. When you get home, try removing the spots from another dress by yourself. Keep the clean-

ing fluids away from an open flame!

3. Does your brother get spots on his ties, scarfs, or suits, and “shine” on the collar of his coat? Can you show him how to remove them? A tie or scarf may be washed in naphtha if it is very dirty. Perhaps the scarf is washable. How should it be washed and pressed dry? (See p. 33.)



Courtesy of Good Housekeeping Institute

Pressing silks

Note the thin cloth between the iron and the dress.

Pressing. After a dress is washed, if it is a wool one, press it dry just as you would any wrinkled

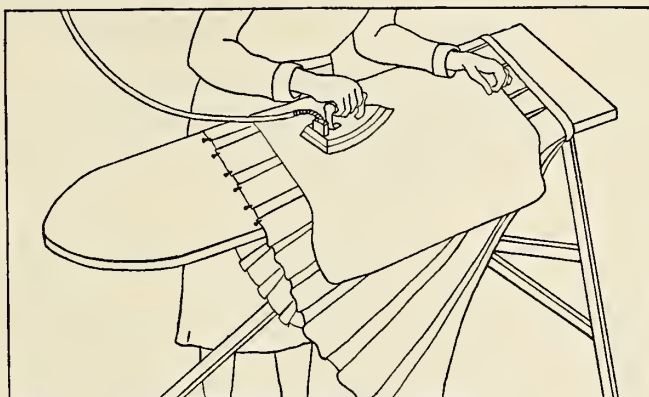
wool dress. You will need a heavy pressing cloth of wool or cotton. A sleeve board and a tailor's cushion are also handy. Use a good warm iron—not too hot, for a hot iron will mark woolen materials. Dampen the pressing cloth and spread it on

the dress, pulling the material into shape carefully. Run the iron back and forth once or twice until the cloth begins to steam, then use a circular motion. To take the "bag" out of the elbows, put the iron down on the "bag" and hold it there for some time. Lift and move to another spot. Raise a part of the cloth now and then to see that the material of the dress is still lying straight.

Plaits. Be content to press only a small part of the dress at a time, then pull the material into shape

for another plait. When the cloth ceases to steam, use the ironing motion again to dry it thoroughly.

If you are pressing plaits into shape, a long strip of paper under the edge of the plait will help to keep the material from marking. Wherever there are plaits or a seam, you will need to bear down hard. Plaits may be folded together and pinned to the ironing board. Stretch the cloth taut in between, and then press into shape.



Pressing plaits in place
See how the pins are placed.

PROBLEMS

1. Could a boy press his own suits? What equipment should he have? What will be the hardest places to press? Get all the information you can on this.

2. Wash a dress or skirt. Bring it to school and press it, using what you have just learned about pressing.

3. Press one of your wool dresses at home. You may have some problems you will need to ask your teacher about when you show her the dress.

4. Do you have convenient equipment for pressing at home? What can you do to improve it? You can make a sleeve board and a tailor's cushion at home. For the sleeve board, take a sleeve pattern that fits you, fold it down the middle, draw the outline of this on heavy cardboard like that used in packing boxes, and cut with a sharp knife. Cover evenly with several thicknesses of heavy cloth and whip together along the three open edges.

The tailor's cushion will be a great help in pressing around the tops of sleeves and shoulders. Make the cushion ham-shaped and about ten by eight inches. Stuff it so that the surface is as smooth as possible.

REFERENCES

1. *In this book*: Buying dresses, p. 65.
2. WILSON, E., "Fashions in Stains," *Good Housekeeping*, Vol. XC, No. 3, March, 1929, pp. 84-86.

SECTION 5—DRY CLEANING

"You can go a mile high on a quart of gasoline or naphtha," says the advertisement of a commercial cleaner. This is one way of telling you how very dangerous home dry cleaning is. All gasoline and naphtha must be kept away from an open flame and out of the hot sun. Garments being washed in gasoline or naphtha must not be rubbed vigorously or they will explode. Long working in naphtha or gasoline burns one's hands. Using a wooden paddle or small rubber suction washer saves the hands a great deal.

The professional cleaner. If you can afford it, it will be best to let the professional cleaner do most of your dry cleaning. What are some of the advantages he has? You can help him to remove difficult stains by telling him what caused them and by taking the garment to him as soon as possible after it is stained.

Dry cleaning at home. Pour a good grade of naphtha into a large clean pan. *Be sure there is no open fire in the room!* Be sure the window or door is open! A dry-cleaner "soap" (one can be bought at the drug store) will help. Work the garment up and down in the naphtha until it seems clean. Then rinse once or twice in clean naphtha. Place on a hanger and hang in the open air away from any flame to dry. The naphtha used to rinse with may be strained and saved for another time.

PROBLEMS

1. Make a list of the things you should do if you are going to do dry cleaning at home.
2. Visit a dry-cleaning establishment and report your findings to the class.

REFERENCES

1. HUBBARD, C. C., *The Instructor in Garment Cleaning*, National Association of Dyers and Cleaners, St. Louis, Mo.

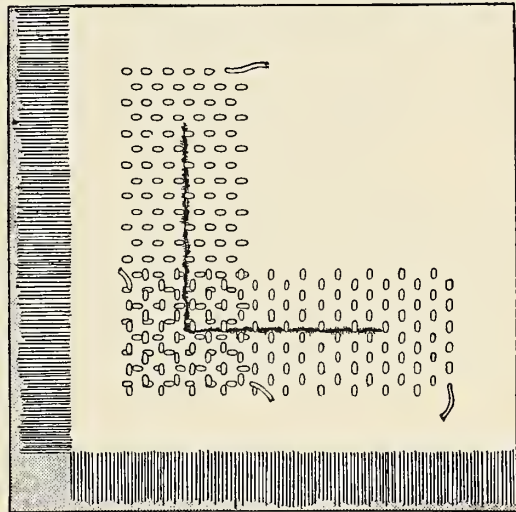
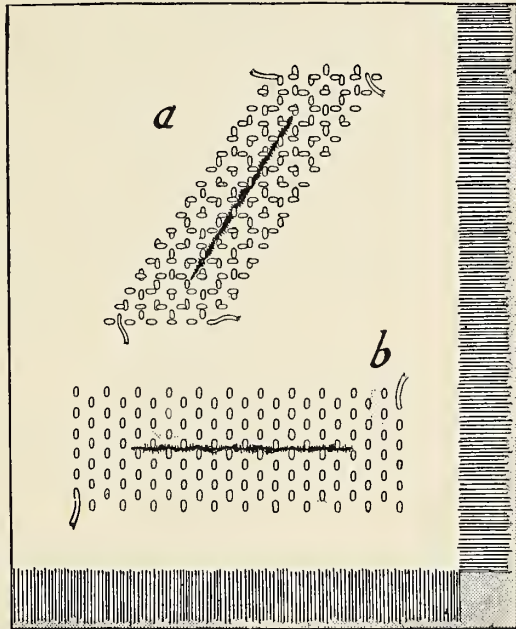
SECTION 6—MENDING DRESSES

Cuts, tears, thin places.

Darn places that need mending just as you darned your stockings, using tiny running stitches on thin places and on cuts. Weave in new cloth (threads) where there are small holes. Use threads raveled from scraps of material or the inside of a hem or seam, or thread the nearest match in color and texture (feel) that you can get. Darn tears up and down and crosswise—the same way threads of the material go.

The darned patch. If the dress has a large hole in it, you may wish to strengthen it with a piece of cloth. This may be basted on the under side and then held firm by darning back and forth across the edges of the hole. Place the rows of little running stitches close together. A thin place on the elbow of a dress may be treated the same way—placing a piece of cloth underneath and darning across it. The raw edges of this piece on the wrong side of the garment may be kept

from raveling by overcasting—stitching over and over the single edge of material. A piece of material for this purpose may

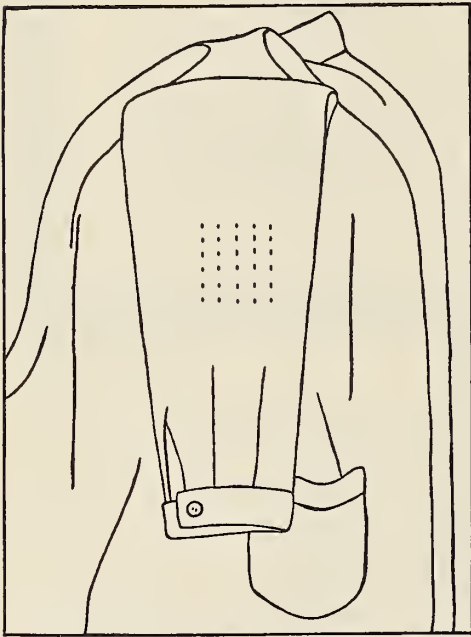


How to mend cuts and tears

1. The edges of the cloth have been fringed in order to show how the threads of the cloth run. The ends of the mending thread should be clipped close to the cloth when the mending is finished. *a.* diagonal cut; *b.* straight cut.
2. Mending a three-cornered tear. See the double rows of running stitches on the corner.

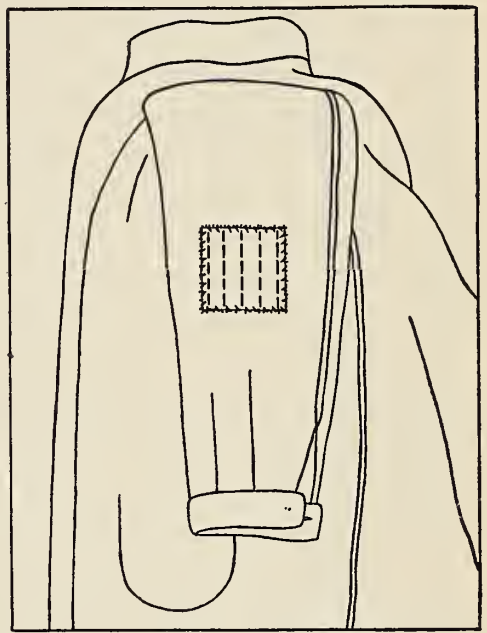
be cut from the ends of a belt or a tie, or from the under side of the hem if needed.

Regular patches. If you have a cotton dress with a large hole in it, you will probably use a patch instead of a darn. Match the pattern if you can, using a piece of the same material. If you do not have an extra piece of the dress material (sometimes this can be taken from under the hem or from the end of a belt) you will want to match, as nearly as possible, the thickness, weave, and color with some other material. Make the hole regular in shape—usually square, cutting back from the center on



1

Reinforcing a thin place in the material of a dress
1. The right side.



2

2. The wrong side.

the diagonal to the corner of what would be a square if one were drawn around the hole—it may be well to draw one lightly with a pencil and cut from the center back to its corners. The loose edges should now be folded under, making the hole square. Trim them, leaving just enough to hem. Now hem the matched patch, just a little larger than the squared hole, to the under side. On the right side, hem the edges of the squared hole to the patch. You may find it helpful to pin or baste the patch before hemming. Some people like to baste the patch to the under side before squaring the hole.

PROBLEMS

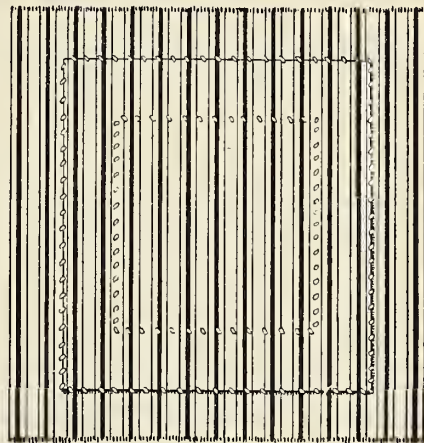
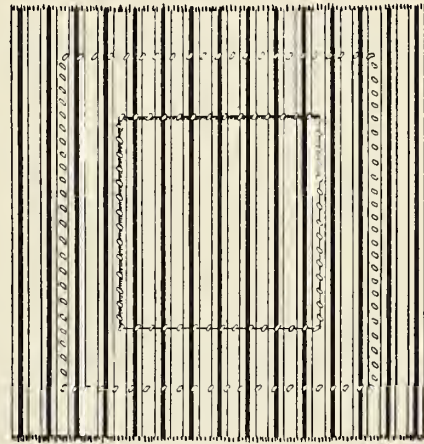
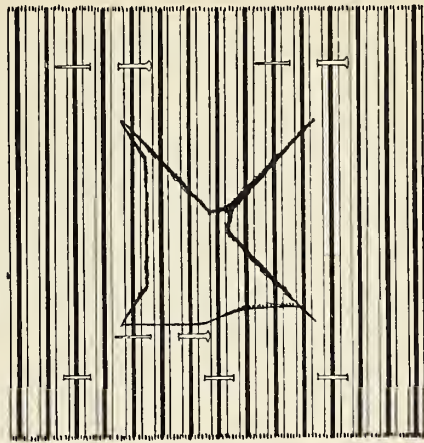
1. Find a wool dress or suit that needs mending. Bring it to class. Mend it the best way.

2. Find a cotton garment that needs patching. Bring it to school and patch it in class.

3. Find a cotton garment which needs a stitched patch. See how quickly you can do it. If you had a family of several children, would you use more hand-hemmed patches or more stitched patches?

SECTION 7—MAKING OLD DRESSES LOOK NEW

New collars and cuffs. Pick out a dress which needs freshening. If you decide on a new collar and cuffs, visit your local stores to get some ideas. Decide on the materials, colors, design, and amounts of cloth you will need. Make a note of this and get your teacher's advice before you buy the materials. Make the collar and cuffs in class. Look in the pattern books to see if you can find some clever new ideas. What materials will be best to go with your dress? Use either a neutral color like white or cream, or else one of the lighter colors in the dress. Study the ready-made collar and cuff sets you see in the shops. Bias tape of contrasting color makes a good trimming. You might also use bands of lace, machine tucking, or simple bits of embroidery. Finish the collar and the cuffs with a nar-



A hemmed patch

1. Step 1 shows how to square up the hole. 2. This is the way the right side should look when the patch is finished. 3. This is the way the wrong side should look when the patch is finished. (For convenience, only a small piece of cloth is shown in the picture.)

row binding which can be used to baste them neatly to the dress. (See p. 224.) Then they may be removed easily for cleaning. If you are using white or light colors, how many sets will you need if you are to keep them dainty and fresh all the time?

New belts, pins and ties and a new hem. The new collar and cuffs may call for a new belt, a new pin, or a new tie. Perhaps you have grown so fast lately that you will want to let out the hem before the dress is cleaned. If so, rip it carefully and press out the old creases. If there is not enough cloth for the new hem, you will need to face the skirt—that is, sew a piece of another material to it and hem that to position. (See pp. 224 and 231.) Press it all carefully when you have the hem finished. Thorough brushing and good pressing will usually remove the marks of the old hem. (See pp. 44 and 45 before you do the pressing.)

PROBLEMS

1. Have an exhibit of dresses you have cleaned, mended, and remodeled. People will be interested to see how cleverly you have managed. Do not crowd your exhibit. A few of your best things, attractively labeled, showing the time and money you have spent on them, will be much more forceful than a crowded exhibit.

2. If the dress you are wearing needs mending or pressing, see how much you can improve it in the time you have.

3. Have a mending shop. Make a poster to advertise it and fix a list of reasonable prices. Satisfied customers will be all the advertising you will need before long.

REFERENCES

1. *In this book*: Collars and cuffs, p. 231.

SECTION 8—CARE OF COATS AND HATS

Keeping new coats new. Emmy Lou has a new coat. Some of the buttons were loose when she bought it. Before she wears it, she must sew on all the loose buttons. Tell her how. (See p. 34.)

Let us think of all the things Emmy Lou will need to do to keep her coat looking attractive. You can tell her about keeping it on a hanger instead of on a nail so that it will not hump up in the back. Then she will need to keep the dust out of it with a stiff brush dampened just a bit to remove the lint. If she gets the fur wet, tell her to shake it gently and let it dry slowly. If

she dries it near heat, the fur may become stiff and dry. Suggest ways to clean the lining if it gets soiled.

Making old coats look new. Perhaps your coat is not new. Is there anything we can do to make it look new—cleaning, mending, new trimmings? Bring your coat to school and mend it. If the buttons come off, sew them on again. Use heavy thread. If the coat material is thin, we often sew a little button just underneath the big one on the other side of the cloth, running the threads through both. Look at several coats to see how this is done. If you cannot find matching cloth to make a new button loop, you can mend the old one with a yarn matching it in color and texture. You can make a new button loop of black or brown silk cord or braid. Be sure to sew the ends securely into place inside the edge of the seam.

Pockets and lining. Ripped pockets or torn linings should be brought back into place. Fasten the threads carefully with many over-and-over stitches at the corners or places likely to tear again. If the lining is worn at the neck and armholes, you can make small shields to cover the worn places. Examine some coats and see how these shields are made before you plan yours. If the old lining is badly worn, you can put in a whole new lining. Use the old lining for a pattern. Examine it carefully as you rip it out so that you will know how to sew in the new one. How would you tell how much material you would need? What colors would you consider? What types of materials? Would the age and condition of the coat have anything to do with how much you would spend on it? Compare your costs with a tailor's charges.

Caring for hats. If hats are to keep their shape they should be hung on a hatstand. Protect them from dust by keeping them in boxes or under covers. Pad hatstands with a round ball of tissue paper or soft cloth for soft hats. Hats that have become soiled may be brushed and rubbed with a dry-cleaning fluid on a pad of clean cloth. Do not forget to clean the lining also. Ribbons and other trimmings may need to be re-sewed. Use cotton or linen thread and take small stitches, hiding them as much as possible. Cloth hats that are badly wrinkled may be freshened by pressing them with a warm iron. Hold a heavy pad of cloth inside the hat, keeping a thin cloth between the hat and the iron. Good felt hats may be sent to a cleaner for cleaning and reblock-

ing occasionally, but they should be taken care of at home by the frequent use of a good dry-cleaning fluid in the manner described above.

PROBLEMS

1. Bring your hat to class to clean and mend. Can you put a new ribbon on it if it needs one?
2. How should a man's hat or cap be cared for?

REFERENCES

1. *In this book:* Buying a coat, p. 66; Buying a hat, p. 67.

SECTION 9—LINE AND COLOR IN CLOTHING

If you have ever gone to a big store to buy a dress, you may have felt confused by the large number of garments from which to choose. Did you know whether the saleswoman was right



Lines running up and down, and crosswise

These oblongs are exactly the same size. See how the up-and-down lines make the one oblong look longer and more narrow than it is. In the other oblong, the lines running crosswise make it seem wider and shorter.

when she said a certain dress had good lines for you and that the color was very becoming to you? Was the dress satisfactory when you wore it?

A large part of being well-dressed lies, not only in taking care of clothes after you have them, but also in buying the right things in the beginning. There

are many questions we shall want to answer as we explore the secrets of buying clothes, from the magic of color and line to the interesting business of stretching clothes money to cover the things you need.

Lines of a dress. What does the saleswoman mean when she tells you a dress has good lines? She is referring to the ways in which your eye travels when looking at the dress—either following the outside outlines of the dress, or the edges of different

parts such as yokes and collars or the direction taken by trimming.

What type of figure does this line remind you of? |

What type of figure does this line remind you of? —

A curious and most useful thing about lines is that we can turn them around, using the up-and-down line on a stout person and the side-to-side line on a thin figure. If we use the up-and-down line on a stout person, we make her seem thinner. If we

1

2

3



a



a



a



b



b



b

a-good

b-bad

Necklines

This picture shows the effect upon the appearance of the face and neck of the lines used in the neck of a dress.

use the side-to-side line on a thin person, we make her appear less thin.

The up-and-down line has a relative who looks like this: /

Which way does your eye travel when you look at it? What effect will it have when used on a dress?

PROBLEMS

1. Look at your own dress. Find some up-and-down lines, some side-to-side lines.

2. Study the models of dresses in a good fashion plate. Point out those which will be good for thin people, for stout people, for medium-sized people.

3. Make a trip to a department store. Ask to see models which they sell for stout ladies. Do you think the lines are good for them?

Most girls do not need to worry much about the use of lines to make them look fatter or thinner. However, they may have lines about the face or neck or parts of the body which are not pleasing. If such lines are repeated in the hat or neckline, they may stand out boldly. If the same lines are put with their exact opposites, they may also be made to stand out boldly.

PROBLEMS

1. Would you wear a square neck in your dress if you had a square chin? Why not? What kind would you wear?

2. Would you choose a round-necked sweater if your face were plump and round?

3. If you had a long nose, would you wear a hat with sharp lines?

4. If you had wide hips would you wear a belt across them? What lines would you need? How could you get them?

5. If you were short and plump and wished to wear a bertha or a cape, how could you do it so that you would not look shorter and wider than ever?

6. Look at yourself in a full-length mirror. Are you using good lines for your figure? Where might you improve?

7. If a man has a long thin neck and face, should he wear a collar with long points and a hat that sits up high on his head?

Colors. While we talk of colors it will help if you will think of red dresses, blue coats, and green hats and so on. If you have ever mixed water colors, you know that by starting with red, yellow, and blue and mixing each two of them we get three more colors—orange, green, and violet. For convenience' sake, these colors are usually arranged on a circle which we call a color wheel. Any two of these six colors may be mixed also. Blue and violet will make a color with a strong blue tone which we call blue-violet. In the same way we can mix blue and green and get a blue-green, green and yellow and get a yellow-green, and so on all the way around the color wheel.

Now suppose we mix each of these colors with some black. We shall have a whole set of new colors, all grayed and softened—

darker tones of our first set of colors. Name some colors which are grayed tones of our first set of colors.

Now let us try something still different. Let us mix our first set of colors with white. What will happen? Can you name a color we get when we mix red with white?

There is one more simple way to get another set of colors. Suppose we keep working with our paintbrush with a lot of red paint and only a little water, or with a crayon over and over in one spot. Keep working until you get the strongest, richest, most intense color you can get. Is there any difference between this and the first red with which you started?

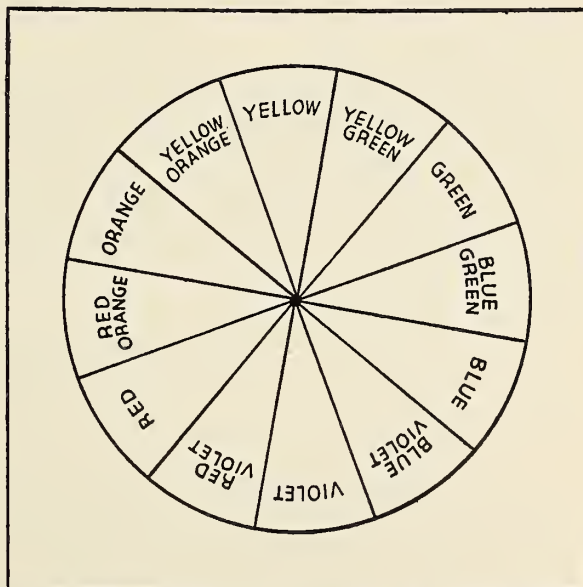
All these colors are related to the first set with which we started—whole families of colors brought about simply by mixing. Of course, fashion artists give them fancy names such as periwinkle blue, Nile green, Chinese red, but they cannot disguise them from you now, can they?

PROBLEMS

1. Working quickly (using crayons, paints, or colored chalk) make a rough color wheel.
2. Now try mixing some of the colors with black, with white.
3. Make several reds, each stronger than the last.
4. See how many of these colors you can find in store windows. See how many of these colors you can find in nature on the way home from school.
5. Find out some of the season's latest colors. See if you can discover to what color family they belong.

Combining colors. Trained artists put almost any colors together with very lovely effects, but most of us have better results if we use only a few colors and follow two or three well-known recipes for combining colors.

Perhaps a girl in the class is wearing a dress



Showing the position of colors on a color wheel

made of several different shades of the same color, a light blue, medium blue, and a dark blue, for example. Perhaps you can find some dresses made of one color with white, or one color with black or gray, as a red dress trimmed with bands of black, or a blue dress with a white collar. This, then, will be our first recipe for using colors:

RECIPES FOR COMBINING COLORS (COLOR HARMONIES)

1. *Use light and dark shades of the same color:* a green wool dress with collar and cuffs of same color green silk; a medium blue dress trimmed with bands of embroidery in light and dark blue; a dark blue dress with a white collar; a red dress trimmed with bands of black.

A girl in the class may have a dress made of two or three colors such as red, red-orange and light brown—or tan, as we call it. Tan comes from orange, you remember, so we have red, red-orange, and orange. These colors are right next to each other on our color wheel. We always think of them as family colors. Look-
ing at your color wheel, name other families of related colors.

2. *Use related or family colors,* as one color and one on each side of it on the color wheel, as yellow with yellow-orange and yellow-green, a cream-colored party dress with pale gold (yellow-orange) banding and light yellow-green ribbons; or one color with the two on each side of it as violet with blue and blue-violet, red and red-violet.

Someone in the class may have on a dress of two colors which seem to be very different from any of these sets of colors. Perhaps it is a tan dress trimmed in blue embroidery, or a lavender scarf with some pale yellow lines in it, or a red and green plaid dress. Find these pairs of colors on the color wheel. Where are they all placed from each other?

3. *Use contrasting colors exactly opposite each other on the color wheel,* as dull orange scarf with lavender embroidery.

COLOR HELPS (VALUE, INTENSITY, BALANCE)

1. *Use sparingly of a very rich, strong color.* Candy does not taste nearly so good after you have eaten a great deal as it did at first. In a similar way a brown dress with narrow bindings of brilliant'

orange on the collar and cuffs will be lovelier longer than a whole dress of brilliant orange.

The contrasting colors in recipe No. 3 must be watched on this account. They are such strong colors that we usually use lighter or darker tones, such as lavender and gold, instead of rich violet and brilliant orange.

2. *Keep a satisfying balance between the light and dark colors in your whole costume.* Every design has a center of interest or a spot to which your attention goes first when you look at it. The face should be the center of interest in our design. Lines lead to it and set it off; bits of intense color or decorations are often placed near it to bring one's attention to the face.

Let us look at a colored drawing in a fashion magazine. How is the attention drawn to the face? Half-close your eyes and look again at the figure. Do the light and dark parts seem pleasingly placed? Do you see the face first?

Look at yourself in a full-length mirror. Stand far enough away so that you can see the whole figure. Is the face the center of interest in *your* design? Or have you drawn attention away from it by using spots of brilliant color some place else? Half-close your eyes and look at yourself again. Are the light and dark spots pleasingly balanced or does one side seem too heavy? Is there anything you can do to make *your* design more pleasing?

PROBLEMS

1. Study the dresses members of the class are wearing. What colors are used? How are they put together—one color, related colors, or contrasting colors? Is the face the center of interest or is it lost in the large spots of rich color or the sharp contrasts of light and dark?

2. Study the colored pages in fashion magazines. Answer the same questions about the dresses there as in (1).

3. Study the wax figures in the store windows and answer the same questions about the costumes they are wearing.

4. Helen is short and plump and wears her dresses quite short. Shall she wear the brightest tones in stockings or the more grayed ones? Why?

5. Pauline is fond of bright colors. She is wearing a red sweater and a red and green plaid skirt, a yellow scarf, blue ankle socks and a green felt tam. Plan a way for her to keep some of her bright colors and have a more pleasing arrangement.

6. What color is the suit your brother is wearing? Do the other colors

he is wearing go with it well? Do men pay enough attention to getting the colors best suited to them?

Skin colors. If you were making a paper doll, and wished to paint its face, what color would you paint it—white, pink, pale orange? Let us look at the faces of the girls in class. We are not really *white*, but more nearly orange-colored people. Some of the skin colorings are very pale yellow-orange. The rest are a deeper, richer orange with a red-orange flush. Study the girls in class until you can classify them all into the pale yellow-orange skin group, or the group with warmer orange with red-orange flush.

When you can recognize these two colorings in skins, you are ready to see how to choose colors that are best for you. In speaking of colors, we often call them warm or cool. Warm colors are the colors of fire—reds and yellows. Cool colors are the colors of cracks in ice or of distance—blues and greens. Complexion types can be called *warm*, *cool*, and *in-betweens*.

Types of complexions. Complexions are usually classed as:

1. Those in which the warm colors predominate in the hair, skin, and eyes. Spanish people are easily recognized as belonging to this class. They have orange skins with the red-orange flush, rich brown or warm gray eyes, and hair with red-gold glints in it.

2. Those in which the cool colors predominate in the hair, skin, and eyes—pale yellow-orange skin with a kind of red-violet flush and blue or blue-gray eyes. Cool-colored hair may be hard to identify at first. It is the very light blonde, the dull medium brown, or the blue-black. The Danish, Norwegian, and Swedish peoples are examples of this type.

3. Combination complexions. Now you feel a bit puzzled, for you have seen people with warm-colored skin and cool-colored eyes and hair, or other combinations of warm and cool color types. These people we call the “in-betweens.” They are very fortunate, for they can wear almost any color and look well.

Your best colors. The best colors for you will be those related to the coloring of your skin. If you have the orange skin and red-orange glow in your cheeks, you will look best in reds, the red-oranges, the reddish browns, tans, and creams. If you

have the yellow-orange skin color and red-violet glow in your cheeks, you will look best in blue, and its neighbors, the violets, greens, and blue-greens.

PROBLEMS

1. Get together all the colored scarfs you can find. Drape them one by one, around the shoulders of some person in the class. Ask these questions:

- a. Does the skin look clearer than usual?
- b. Are the eyes a brighter color? The hair?
- c. Is more color reflected into the face? Is this pleasing?
- d. Use your "squint-eye" test again. Is there enough *difference* in light and dark tones of the hair, eyes, skin, and the color you are using to make an interesting combination? Or is there a flat sameness to the whole effect? Are the colors of the hair, eyes, and skin overpowered by the strength of the color used?

REFERENCES

1. GOLDSTEIN, H., AND GOLDSTEIN, V., *Art in Everyday Life*, The Macmillan Company, New York, 1925.
2. TRILLING, M., AND WILLIAMS, F., *Art in Home and Clothing*, J. B. Lippincott Co., Philadelphia, 1928. Study "Color Problems in Dress," p. 336 and "Good Design for Each Individual," p. 433.

SECTION 10—APPROPRIATENESS IN CLOTHING

A party dress may be ever so lovely under the lights at a party, but very different on a tennis court. What is considered right to wear at any time is usually what will be the most comfortable, the best looking, and the most appropriate.

School wear. Have you seen any of the clothing your grandmother wore when she was your age? How is it different from your school clothes? You would not like to wear it long. Why?

School dresses should be comfortable—warm in winter and cool in summer, should fit loosely enough so that you can play and work comfortably in them, should be easily cleaned, should not wrinkle or get dirty easily or need mending often. Besides all this, they should be attractive—pretty on you, and something like those your classmates wear. Your shoes and stockings, your way of fixing your hair, and the scarfs and jewelry you wear, should be of the same general character as your dresses—simple, attractive, durable.

Home wear. Many a girl who dresses very attractively at school dresses "just any way" at home. Some girls work about the house without taking time to change their school clothes or to put on an apron. You do not need to be told the importance of changing to a house dress or wearing an apron when working around the house. What must an apron be like if it is to be attractive and give protection to one's clothes? Describe some types of aprons you think meet these requirements.

There will be afternoons and evenings at home when you will not be doing housework. How will you dress attractively at such times?

At school parties. Your choice of clothes to wear to school parties may differ according to whether you live in the city or in a small town, whether you are going to a very simple class party or to a more formal party. For most school parties, soft silks, pretty rayons, and fancy cottons made up a bit "partified" in style, are good choices. Gay and brilliant colors, fancy jewelry, pretty slippers, and "dressed-up" hair arrangements may be worn with such dresses. Extreme styles or very expensive party clothes are seldom good taste.

When shopping, at church, or traveling. We have talked about the clothing you wear at school, at home, and at parties. Most of you will need to plan one other type of costume—the more tailored kind, such as you might wear shopping, to church, or when traveling. This may include a simple dress with matching jacket, or a tailored suit with hat (not a sports hat), gloves, and oxfords or plain pumps or slippers. Party clothes and extreme sports clothes must be avoided on such occasions.

PROBLEMS

1. If you were going to church, which of the following would be most appropriate: pretty wool, silk, or cotton dress; a smock; a taffeta party dress; a leather sports coat; a plain dress coat; ankle socks; plaid silk and wool hose; plain silk or cotton hose; spike-heeled pumps; sports oxfords; plain slippers; a tailored felt hat?

2. Study a store-window display of school clothing. Notice the things they put with the dresses.

3. Plan a school or class fashion show and select the three best school costumes. Make a score card for the judges which will show the things for which you wish them to look.

4. Using pictures from magazines, make posters for the school bulletin board showing good school costumes.
5. What should a boy wear to school parties?

REFERENCES

1. *In this book*: Manners for teas and receptions, p. 79; Clothes for travel, p. 81.
2. BUTTERICK, H. G., *Principles of Clothing Selection*, The Macmillan Company, New York, 1931 (revised edition). Study pp. 103-120 in Chapter 8, "Appropriate Combinations in Dress."

SECTION 11—BUYING CLOTHING

Durability. What garments do you buy that must be durable? Sometimes you may buy a garment which need not be so durable. Explain. Mary wishes to buy a bright red hat. Her mother thinks another color would be wiser because Mary has nothing else to go with a red hat and she cannot afford more than the one hat. If Mary grows tired of the red hat after a while, how will she feel when she wears it? Would it make any difference if Mary could afford to have three or four hats, or if she were the kind of person who could continue to wear the red hat without self-consciousness or apology?

Underclothes. What kind of underwear do you buy for everyday wear? Must it wear well? Where does your garment wear out first? It is important to see if those parts are strong when you buy it. The following questions should help you:

1. Are the tiny rows of stitches or threads close enough together to make a strong, firm cloth?
2. Is the garment cut generously enough to be comfortable?
3. Is the garment cut to fit well?
4. Are the seams well sewed?
5. Are shoulder straps and tapes of good materials?
6. Is the decoration simple and pretty?
7. Will the garment launder easily the way you have to launder it?
8. Are the buttons good ones—well sewed on?
9. Can new elastic be put in?
10. Is the garment attractive?

PROBLEMS

1. Examine several styles of underwear, answering the above questions. Which kind do you like best? What helped you to decide?

2. Send two of your class to talk to the underwear buyer of a large store and ask her to tell you what she looks for when she buys underwear.

3. Which of the above questions apply to buying boys' underwear? Does your brother buy his own? How could you help him?



Courtesy of Marshall Field and Company

All the parts shown in "A" are used in making a high-grade shoe. The parts shown in "B" are used in making a cheaper shoe.

Shoes. The kind of shoes one buys has a great deal to do with how long they remain attractive and comfortable and with how well they wear.

Before you go to the store, think of these things:

1. *Color*—Must they go with a single dress or with several?
2. *Style*—Sports shoes? dress shoes? street shoes?
3. *Price*—How much do you usually spend? Is this enough to buy the shoes that you need?

When you try the shoe on, you will need to think of:

1. *Design*—Do you like the design? Is it simple and attractive?

2. *Materials*—Are they durable enough for your purpose?
3. *Fit*— Is the shoe long enough for your toes to stretch out in when walking? Is the inside line of the shoe fairly straight? Does the shoe fit well up under your arch so that the foot is supported when walking? Does the shoe fit at the heel, or gape open at the sides? [Combination-last shoes (a size narrower at the heel) are made to help fit shoes to narrow heels.] Does the shoe fit comfortably over the big toe joint? Are the heels the right height for your purpose?

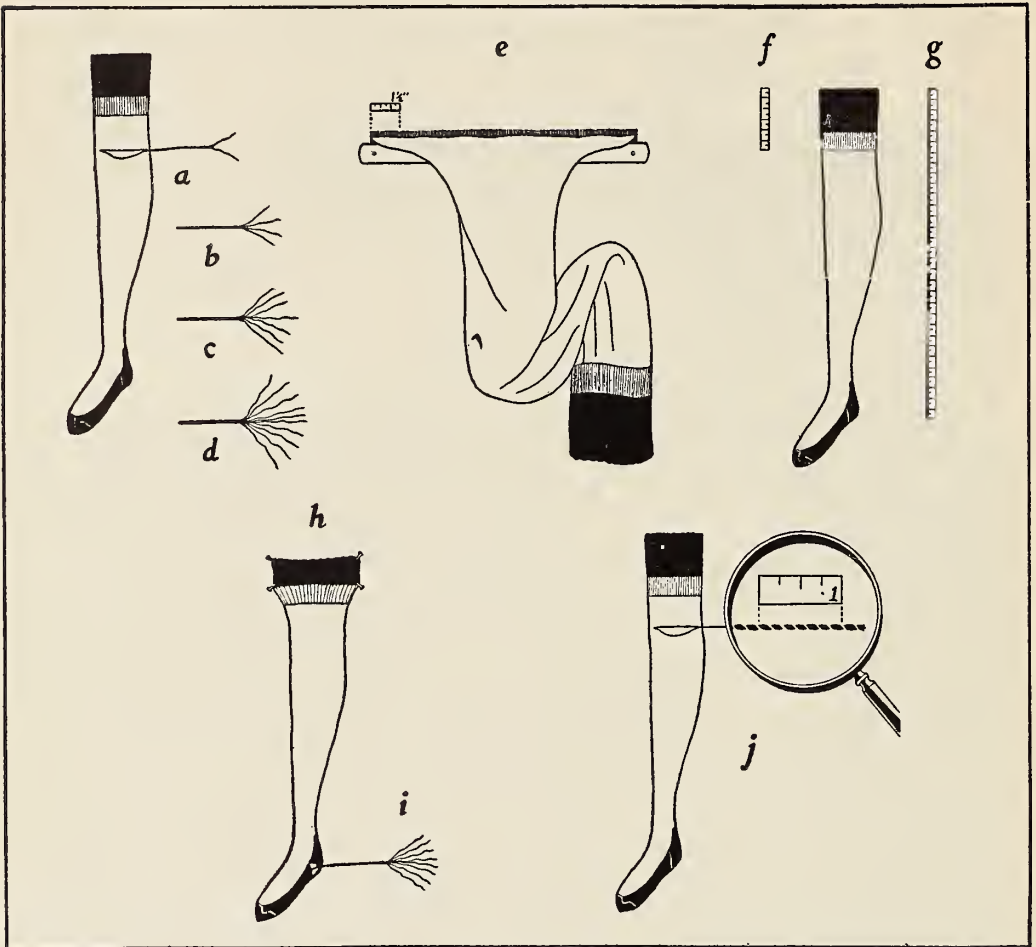
PROBLEMS

1. Visit your shoe-repair man and ask him to show you how the different types of soles are put on.
2. Visit your local shoe store. Pick out models suitable for a girl your age—for dress, for school, for sports. Tell why you consider them good choices.
3. Would you buy:
 - a. Shoes with hand-turned soles for hard everyday wear?
 - b. Red or green shoes for school wear if you could have only one pair?
 - c. A simple pump or strap slipper for school or street wear?
 - d. High spiked heels for school wear?
 - e. Satin or metal cloth shoes for party wear?
 - f. Sports oxfords for school and hiking?

Stockings. Some stockings cost more than others because they are made of more expensive materials or sometimes because of the way they are made. Name all the stocking materials you can. Which will be the most expensive? the cheapest? Which will need the most care in laundering and mending? Correct fit contributes to the durability of hose as well as to the comfort you get out of them. If they are too large, they wrinkle in the foot and around the ankle; if too small, they pinch and soon wear through at the toe. The things you should know about stockings before you buy them are given below:

Round-knit, or tubular stockings. If a stocking stretches and wrinkles around the ankles it is usually because it is *round-knit*, or *tubular*. It may have a mock-seam up the back so that it looks like a *full-fashioned* stocking, or it may have imitation narrowing stitches at the back of the calf of the leg, or it may be cut out at the ankle so that it fits more closely. Unless they are ribbed, plain round-knit stockings usually wrinkle at the ankles after the first washing. Children's stockings are nearly all round-knit, as are most men's socks.

Full-fashioned stockings. It takes more careful workmanship and more expensive machinery to make full-fashioned hose. The seam at the back of the stocking



Drawn from material supplied by Marshall Field and Company

The meaning of hosiery terms

Number of threads—Several strands of silk are twisted together to make the thread or yarn in knitting hosiery. (a) 2 or 3 thread chiffons should be bought chiefly for beauty, (b) 4 or 5 thread chiffons for beauty and wear, (c) 7 or 8 thread midweight for good wear, (d) 10 or 12 thread heavy service for greatest wear. The gauge must be considered together with the number of threads. (e) **Gauge**—the number of needles in $1\frac{1}{2}$ inches of the needle bar on a knitting machine used to make full-fashioned hosiery. Usually, the higher the gauge the finer the stocking. Chiffons may be 48 to 51 gauge (48 to 51 needles in $1\frac{1}{2}$ inches), service have 42 to 45 gauge. (f) **Length of welt**—The hem should be about 4 inches deep and the reinforcement below it about 2 inches deep. (g) **Length of silk boot**—30 to 31 inches is the standard length for hose. (h) **Elasticity**—A stocking should stretch, especially at the top and in the ankle. (i) **Strong reinforcement** at heel, sole, and toe add to the wear. (j) **Twist**—the number of twists given to each inch of thread varies from 5 in cheap hose to 16 twists in hose of better quality. Harder twists up to a certain point resist wear from rubbing better than loose ones.

runs clear down to the heel and then across the bottom of the foot. At the back of the leg of the stocking can be seen tiny narrowing stitches—as many as are needed to fit the stocking to the leg.

The weight of stockings. The weight of a stocking depends upon the size of the

thread used (the number of individual threads in the yarn), and how closely the threads are knit together.

Seconds. Stockings which have slight flaws or repaired flaws are known as *seconds*. If well mended, they are serviceable and well worth the usual sale price. Ask the saleswoman to run her hand down into the stocking and show you its flaws.

Reinforcements. Where stockings get hardest wear they are made heavier—reinforced by knitting in fine cotton threads that show only on the wrong side. In poor stockings these are thin and weak. Some stockings owe their excellent wearing qualities to double reinforcements at points of hardest wear.

Special features. Fine, even thread produces a *clear* stocking with no rings, streaks, or fuzziness. Special garter-run-stops, special styles of heel reinforcements, or the use of rubber centered threads at toe and hem, or special lengths are other features you may wish to consider.

PROBLEMS

1. Visit a hosiery counter. Ask the clerk to show you round-knit hose, semi-fashioned hose, ribbed round-knit hose, full-fashioned hose, sports hose, hose for everyday wear, and hose for dress wear.

2. Would you wear: Chiffon hose on a hike? service-weight hose to school? striped wool hose to church? checked sports hose to play golf?

3. Make a collection of hosiery advertisements. What buying information do they give?

Before you buy a dress think of:

1. *Purpose*—Where do I want to wear the dress? Do I need to wear it on more than one kind of occasion? (See pp. 59, 60.)
2. *Color*—What color or colors will go with the rest of my things? (See pp. 56–57.)
3. *Money*—How much money do I have to spend? What is the greatest amount? the least? Is it all for the dress or part for things to go with the dress? (See p. 235.)

When you examine the dress think of:

1. Is it attractive? Is it a pretty color? Has it smart lines?
2. Does it fit my first needs—purpose? color? money?
3. Is it in the height of fashion? If so, will I have to wear it long after this fad is dead, or can I afford to wear it a short time and then discard it? Is the design smart looking?
4. Does the dress fit me? When I hold my arms out as if driving a car, do the sleeves and the back shoulder width strain and pull alarmingly tight? Are the sleeves comfortable when I stand perfectly still? Are they a good length?
5. Is the material firm enough to wear a reasonable length of time? (See p. 211.)

6. Is the dress well made? (If you want a dress to wear only a short time, this is not so important.) Are the seams stoutly sewed? Are the ends of



Courtesy of Marshall Field and Company

Left. The Quality Dress has good lace, fine material, a double yoke, a wide hem, well-made seams and good buttons. *Right.* The Bargain Dress has cheap lace, poor material, a narrow hem, and poorly-made seams.

ties, edges of cuffs, collars, and trimming well finished?

7. Will the dress need constant laundering of collar and cuffs, or frequent mending or pressing to keep it in shape? Can I afford to clean it or send it to the cleaners as often as it will need to go? (See pp. 42-46.)

PROBLEMS

1. Try on a dress and answer the above questions about it. Let another member of the class act as saleslady. Let her try hard to sell you the dress by showing why it is a good one for you. Can you resist "high-pressure" salesmanship if the dress is not satisfactory?

2. List the things a boy should consider when he buys a suit.

Before you buy a coat think of:

1. *Purpose*— Is it to be a school or a dress coat or both? How will the purpose it is to serve affect my choice?
2. *Color*— What color will go best with my dresses, shoes, and hats?
3. *Life*— How long shall I need to wear this coat? If a long time, will a simple design be best? If a long time, will strong material in the lining be best? If a long time, shall I need to look for good sewing? Where?
4. *Fit*— Is there a comfortable width through the shoulders? a proper length of sleeve? a good length for the coat?
5. *Attractiveness*— Do I like the coat? Is it a smart style? Is it a pretty color? Are the lines good and is the trimming well placed for me?

PROBLEMS

- 1 Have the members of the class explain what kinds of coats they would buy, and why.

2. What should a boy look for in buying an overcoat?

When you buy a hat think of:

1. *Purpose*— Where do I want to wear it? school? dress-up (shopping, church, traveling, etc.)? What do I want to wear it with?
2. *Color*— Are the colors related to the colors of my dress or dresses with which it will be worn? gayly contrasting with them? kind to my eyes and skin?
3. *Lines*— Are the lines kind to my face?
4. *Cost*— Is the cost so much that I shall have to wear it a long time? so low that I should not expect it to last long?
5. *Attractiveness*—Do I like it? Will others like it?

PROBLEMS

1. List the things a boy should consider when he buys a hat.
2. Mary has fifteen dollars to spend for dresses. How can she tell how many to buy?
3. Virginia needs a new coat. She must wear it at least two years for general wear. She saw a bright-colored blanket coat for about the amount she has to spend. Why shall she not buy it?
4. Jane's sister is a senior in high school and she needs a new party dress to wear to the Senior Party. The corner shop has a sale of dresses which are bright-colored and pretty, but of cheap materials and are poorly made. How shall she tell whether to buy one of these or spend her next two months' allowance for a better one?
5. Helen has found just the dress for her needs. Only one thing worries her—the sleeves are too tight when she stretches her arms. The dress must wear a long time. Under what conditions might she buy it?

REFERENCES

1. *In this book*: Care of clothing, pp. 32-52.
2. SCOTT, Clarice L., *Quality Guides in Buying Ready-Made Dresses*, Leaflet No. 105, U. S. Department of Agriculture, Bureau of Home Economics, July, 1934.

SECTION 12—CLOTHING BUDGETS

Many people plan ahead of time what clothing they will need to buy at different times throughout the year and about how much they can afford to spend. Their lists usually include six or seven classes of clothing as: dresses, hats, coats, shoes, underclothes, miscellaneous. In doing this they consider carefully

what they already have on hand. Planning like this helps one save money and makes it possible to have more things for the same amount of money. This procedure is called clothes budgeting. It is simply a long-time plan for buying clothes.

Budget making and budget keeping are, for many people, a great deal of work. The system illustrated below will help you after you have planned what to buy and the amount you can spend. The amount allowed for clothes for the year is given at the top of the column at the right. When a purchase is made, its cost is subtracted from the amount allowed or from the amount remaining to be spent. In this way the last figure in the column at the right is always the amount that may yet be spent on clothes for that year. The fifty dollars allowed here is merely an illustration. You may reasonably have more or less than that amount.

CLOTHING BUDGET			
MARY JONES		YEAR, 193-	
Date	Article	Price	Amount That May Be Spent
Jan. 1	Total amount allowed for the year		\$50.00
" 10	Hat	\$5.00	45.00
Feb. 2	Dress	6.50	38.50
" 21	Shoes	3.50	35.00

PROBLEMS

1. Plan a clothing budget for yourself for next year. Remember that this will have to fit in with your family's plans.
2. Plan a clothing budget for some other member of your family.

REFERENCES

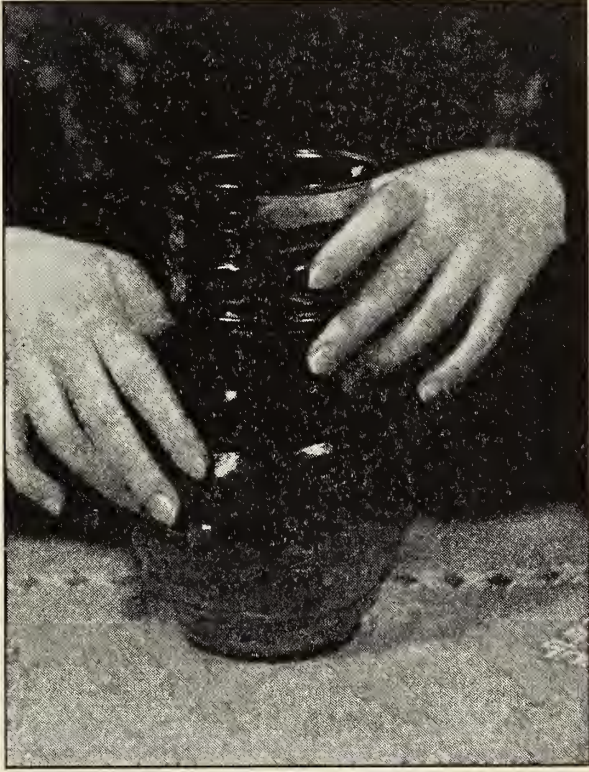
1. *In this book*: Spending your money, p. 74; Family budgets, p. 371.
2. BALDT, L. I., AND HARKINS, H. D., *Clothing for the High School Girl*, J. B. Lippincott Co., Philadelphia, 1931. Study Chapter VI, "The Cost of Being Well-Dressed," pp. 94-103.
3. FRIEND, M. R., *Earning and Spending the Family Income*, D. Appleton and Co., New York, 1930.

SECTION 13—GROOMING AND PERSONAL APPEARANCE

There is a sign on a pretty little shop at the corner which says "Beauty Parlor." What services can you buy there? There are many of these that you can do for yourself.

Manicuring. Everybody sees your hands! Are they as attractive as you can make them? Do you know how to manicure?

First a good manicurist scrubs a person's hands with soap and water. Next, she files the nails to a shape suited to the ends of the person's fingers. Then she pushes back the skin around the nails with a little "cuticle acid" or "cuticle remover," or with an orangewood stick. She then cleans out under the nails and at their sides with the point of an orange stick. Finally she shines the nails—either with a liquid or a cake polish. You can polish your nails, if only by rubbing them on a dry



Well-kept hands

cloth. It will be easier to give the hands a little care each day rather than a careful manicure once a week and let them go the rest of the time. What would you need to do every day? What once or twice a week? What can you use on them to keep them clean and soft?

Faces and necks. A healthy, well-fed body, plenty of exercise, an abundance of soap and water, and a good disposition all help to make an attractive face. A little of the same greasy creams which keep hands soft can be used to keep faces and necks from getting rough and chapped. Many commercial cleansing creams are excellent.

Sometimes girls get ugly blackheads and pimples on their faces. Washing your face well regularly will help prevent this. Doctors often suggest special diets to cure skin troubles. Good health is an aid in combating all infections! If you have skin troubles that do not clear up with simple treatment, consult your doctor.

Hair. Good general health and good care help to make hair attractive. Hair should be washed as often as is necessary to keep it clean and free from oil and dandruff. The directions usually given for washing hair are:

Rub the scalp well before washing the hair. Wet the hair in warm soft water. Then rub a little dissolved soap into the hair and work up a good lather. Rinse and lather once or twice more. Then rinse the hair in three waters, the first the same temperature as the first soapy water, the others a little cooler. A tablespoonful of vinegar or lemon juice may be added to the last rinse water. Rub the hair dry with a towel.

Hairdressing. Besides washing, hair needs good daily care and a becoming arrangement. Use clean combs and brushes. Massage the scalp frequently, using a circular motion and pressing lightly with the tips of the fingers. Brush the hair regularly.

In general, severe or unusual hair arrangements are best worn with faces with regular features, and simple softly waved hair arrangements are best for faces with uneven features. When we talked about the lines of dresses, we explained how up-and-down lines could be used to make one look thinner, and how lines running crosswise could be used to make one look stouter. These same principles have to be observed in arranging hair. If a girl has a long, thin face and parts her hair in the middle and wears a long straight bob, her face will look thinner than ever. If a girl has a round, fat face and wears bangs and hair fluffed out at the sides, her face will look fatter than ever. What arrangements should these types wear?

PROBLEMS

1. Make a list of articles you need for body grooming.
2. Make a list of articles your brother should have for body grooming.
3. Bring manicuring things to class and have someone demonstrate manicuring for you. Let everyone in the class manicure her fingernails.
4. Ask a member of your local board of health to talk to your class about cosmetics which have been found to contain harmful substances.
5. Choose sides and see which can make the most improvement in personal appearance in two weeks. Here is a score card to use in judging appearance:

GENERAL APPEARANCE SCORE CARD

NAME	PERFECT SCORE	YOUR SCORE
I. Personal Grooming (50 is a perfect score)		
1. Hands clean and smooth	5	
2. Nails clean and manicured	5	
3. Hair clean (no odor)	5	
4. Hair neatly and attractively combed	5	
5. Face and neck		
Clean—good use of cosmetics		
Few blackheads—no pimples		
Smooth skin	10	
6. No body or breath odor	15	
7. Teeth clean	5	
II. Appearance of Clothing (30 is a perfect score)		
1. Clean	10	
2. Well-pressed	5	
3. Mended (if needed)	5	
4. Well-fitting and properly adjusted	5	
5. Shoes polished	5	
III. Clothing Appropriate to School (10 is a perfect score)		
1. Dress suited to school	4	
2. Serviceable school shoes	2	
3. Serviceable hose	2	
4. Jewelry—scarfs—belt—pins suited for school and to dress	2	
IV. Becomingness and Cost of Clothing Chosen (10 is a perfect score)		
1. Beauty of line—color—materials—design		
Is it pretty on me?	3	
Is it stylish?	2	
2. Wearing quality and cost		
Will it wear long enough for its cost?	2	
Is it about what I should spend?	3	
Total Perfect Score	100	

REFERENCES

1. MURRIN, R., *Primer of Personal Loveliness*, Good Housekeeping Bulletin Service, New York City.

2. PHILLIPS, M. C., *Skin Deep*, The Vanguard Press, New York, 1934. Read chapters 2 to 14 on cosmetics and cosmetic advertising.

MATCHING EXERCISES

Part I—Line

1. Tall, thin figure _____ Up-and-down lines
2. Thin, pointed face _____ V-neckline

- | | | |
|------------------------|-------|---|
| 3. Square jaw | _____ | Lines running crosswise |
| 4. Round face | _____ | Long oval neckline |
| 5. Short, stout figure | _____ | Hair low on forehead and fluffed out at sides |

Part II—Color

- | | | |
|--------------------------------|-------|--|
| 1. One color harmony | _____ | Black hair, blue eyes, yellow-orange |
| 2. Warm-color complexion type | | skin, red-violet flush in cheeks and |
| 3. Related color harmony | | lips |
| 4. Contrasting color harmony | _____ | Use in small quantities |
| 5. Intense, brilliant colors | _____ | Blue and orange |
| 6. Cool-color complexion types | _____ | Auburn hair, blue eyes, yellow-orange |
| 7. In-between complexion type | | skin, red-violet flush in lips and cheeks |
| | _____ | Yellow, yellow-green, green, blue-green |
| | _____ | Light blue, medium blue, dark blue |
| | _____ | Brown hair, brown eyes, orange skin, red-orange flush in cheeks and lips |

Part III—Appropriateness

- | | | |
|------------------------|-------|---|
| 1. School | _____ | Ruffled taffeta dress, pumps, chiffon stockings, |
| 2. Party | | lace handkerchief |
| 3. Kitchen | _____ | Sweater and skirt, oxfords, ankle socks, knitted |
| 4. Street and shopping | | beret |
| 5. Home | _____ | Dress coat, hat, gloves, tailored dress, slippers |
| | _____ | Gingham dress, slippers, service-weight hosiery |
| | _____ | Smock or simple cotton dress |

Part IV—Mending

- | | | |
|----------------------|-------|--|
| 1. Darn | _____ | Cut a piece of matching cloth, place over hole, |
| 2. Patch | | fasten in place and finish edges |
| 3. Cuts and tears | _____ | Fasten loop securely, pull edges together |
| 4. Runs | _____ | Weave a piece of new cloth to cover the hole and |
| 5. Sewing on buttons | | thin place around it |
| for hard wear | _____ | Cover with small running stitches placed in the |
| | | same directions as the threads of the cloth |
| | _____ | Sew to position, wind thread to make shank |

Part V—Laundering

- | | | |
|----------------------|-------|--|
| 1. Water | _____ | Squeeze gently in the soapy water |
| 2. Soap | _____ | Three times, first time same temperature, then |
| 3. Method of washing | | cooler |
| 4. Rinsing | _____ | Roll in towel or lay over line in shade |
| 5. Drying | _____ | Mild, easily dissolved form |
| 6. Pressing | _____ | On wrong side with warm iron |
| 7. Silk | _____ | Lukewarm, soft |
| 8. Wool | _____ | Weak when wet, protect from rings, clothespins, etc. |

-
9. Rayon _____ Weakened by perspiration, wash after every wearing
 _____ Shrinks easily, protect from strong soap, sudden changes in temperature of water

Part VI—Buying

1. Underwear _____ Body and clothing clean and well-kept
2. Shoes _____ Purpose, color, lines kind to face, cost, attractiveness
3. Stockings _____
4. Coat _____ Purpose, color harmonizing with other clothing, lines, fit
5. Hat _____
6. Clothes budget _____ Material, size, full-fashioned or round-knit, length, reinforcements
7. Dress _____
8. Personal grooming _____ Plan for buying clothes
 _____ Color, style, price, design, materials, fit (combination last, etc.)
 _____ Firm cloth, comfortable size and fit, seams strong, decoration simple, good buttons, elastic, tapes, etc.
 _____ Purpose, color, design, cost, fit, well-made, accessories and upkeep necessary

UNIT THREE

SELF-MANAGEMENT

SECTION 1—SPENDING YOUR MONEY

Budgets. Large business organizations always plan their spending at least a whole year ahead. They plan very carefully what they will need to spend, what they will save, how much they will spend for improvements to bring in more earnings later, and so on. If big business counts its pennies, you can understand why everyone should budget his money.

If you cannot count on a regular amount of money each week or each month, estimate the amount you usually get. What do you spend money for? Keep an account for a week if you do not know where your money goes. Here is one girl's record of the way she spent her two-dollar-a-week allowance. An explanation of this method of keeping a budget is given, you will remember, on page 68:

ITEMS	AMOUNT THAT MAY BE SPENT
Total for the week	\$2.00
Lunches (5 @ 15¢)	1.25
Writing tablet, 5¢	1.20
Candy, 10¢	1.10
One movie, 25¢	.85
Girl Scout dues, 35¢	.50
Christmas Club, 25¢	.25

You will note that she had twenty-five cents left at the end of the week.

Some girls are expected to pay for their school supplies and for whatever amusements they have and to buy their stockings, tooth paste, and powder out of their allowances. As they get older they should learn gradually to manage all the money needed to take care of them.

Budget divisions. No two people have the same needs but they usually have certain divisions or parts of their budgets which are very much alike. The first item in a complete budget is the

amount planned for living expenses. For a family this may mean food, clothing, rent, operating expenses like heat and light for a house. For you it may mean lunches at school, school supplies, or certain articles of clothing.

The second big item in the budget is sometimes called the "Advancement" part. It may include savings, recreation, money for more training or for special lessons and money spent for gifts. Some people count health expenses, such as dentists' and doctors' bills in this part of the budget.

A balanced budget. Do you save money or are you in debt? One reason people make budget plans is to keep their expenditures within the money they get. What happens to a business concern which constantly spends more than it earns? Many families get into trouble because they spend more than they earn. Some people can be happy whether they have money to pay the rent or not, but most of us feel much better, calmer, and happier if we have a reasonable amount of financial security. Not only do we owe it to ourselves to manage our financial affairs properly but we owe it to others as well. The butcher, the baker, in fact almost every business man in town has an interest in how we run our affairs.

Our standard of living. Our standard of living is determined, not only by how much money we have, but also by what we think we must have to get along comfortably. If you have talked with children from other countries you know that standards of living differ in different countries. If the amount of money you have coming in decreases, you must spend less than you did before. Living within one's income and saving money are habits that people get, usually very early in life. The sooner you begin, the easier it will be for you. Many old people are dependent upon charity or relatives because they did not save when they were young.

Savings accounts. Many boys and girls have savings accounts at a bank. They put a little in each week or each month and leave it there. The bank gives them a small book with their name in it and a record of the money they have in the account. Find out about savings accounts at your bank and how much interest they earn. Some schools have savings banks. Farm boys and girls often get their allowance money in the gift of a

pig or a calf, some chickens, or a crop of some kind. If well cared for, these are usually worth quite a bit when they are sold.

Your time. So far we have talked only of money. Time is worth money to many people. Busy people plan their days very carefully to get in the right amounts of work, rest, sleep, and play. If you are going to be able to manage your time, you must learn how now, just as you have to get training in how to handle money. Here is one girl's schedule for her day's time. How does it compare with yours?

7 : 30	Get up—toilet—wash—dress for school (25 min.)
7 : 55	Breakfast (15 min.)
8 : 10	Walk to school (10 min.)
8 : 20	At school—music or study (40 min.)
9 : 00	Home-economics class (50 min.)
10 : 00	Biology class (50 min.)
11 : 00	Gym (30 min.)
11 : 30	Dress, go home and help with lunch (30 min.)
12 : 00	Lunch (25 min.)
12 : 40	Walk back to school (10 min.)
1 : 00	Social-science class (50 min.)
2 : 00	English class (50 min.)
3 : 00	Go home, run errands, etc. (60 min.)
4 : 00	Free time (1½ hrs.)
5 : 30	Help get dinner (30 min.)
6 : 00	Dinner (30 min.)
6 : 30	Put baby sister to bed (30 min.)
7 : 00	Free time (30 min.)
7 : 30	Study (2 hrs.)
9 : 30	Free time, wash stockings, etc. (30 min.)
10 : 00	Bed

Resting. You probably have not taken time out for a nap for a long time. There are other ways of resting that you should know. One of the things that tire people most is the extra nervous energy they spend doing their work. Alternating busy times and quiet times during the day helps prevent this. A few minutes spent reading the paper or lazily listening to the radio just before and after lunch, just after you get home from school, and just after dinner helps to rest one. Some people, even though they go to bed, worry all night over their jobs so that they sleep poorly and get up feeling tired. Some use all the energy possible for the simplest kinds of work.

PROBLEMS

1. Keep a record of your expenditures for a week and then plan a budget for yourself.

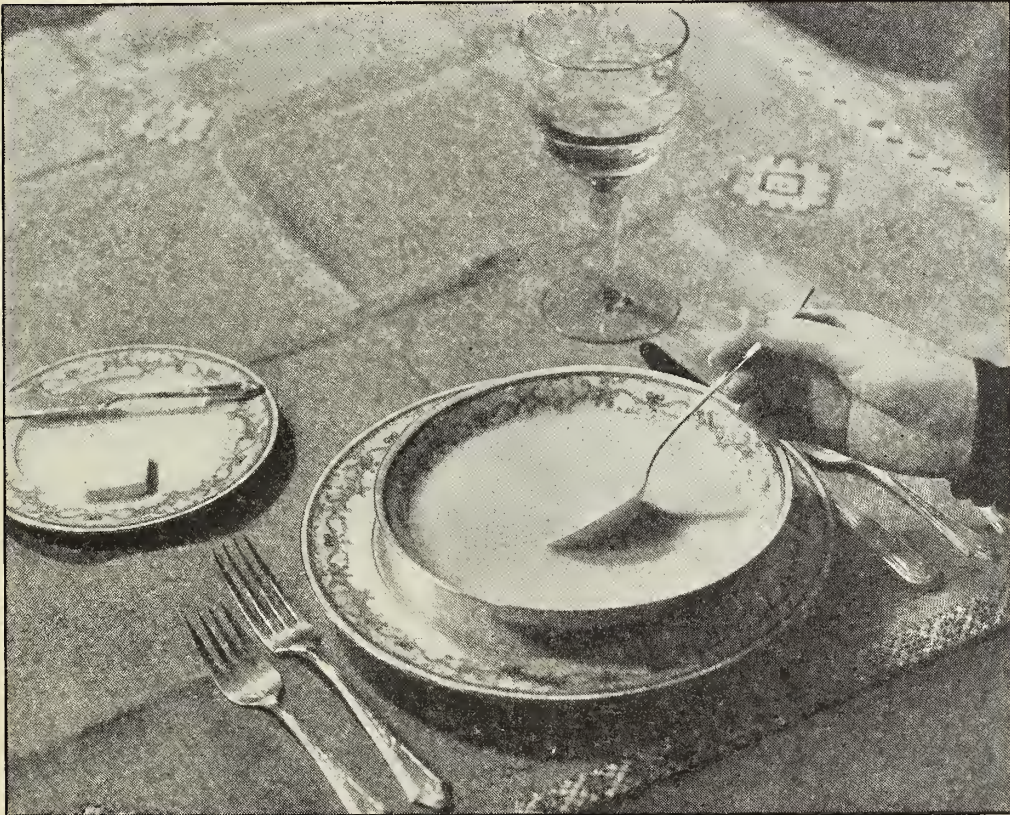
2. Visit a bank and have them explain to you all about a savings account. Have them show you how fast money grows.

3. Make a day's schedule for yourself. Make a week's schedule showing the days for special tasks, etc.

4. Practice resting or relaxing. Tighten your muscles and then see if you can feel them getting loose again. Practice this regularly and you will be able to rest a great deal in a short time. Do you have trouble getting the muscles of your face and neck to relax? Try rubbing them gently with the tips of your fingers.

REFERENCES

1. *In this book*: Managing family money and time, p. 371.



Using a soup spoon

SECTION 2—MANNERS

When people say, "Such a charming girl! She has such nice manners," they usually are thinking of the way she acts, of the

courtesy and consideration she shows for others, and the fact that she knows what to do and when to do it.

At the table. If any one guiding rule were given about table manners it would be something like this: "Eat as daintily as you can, without much soiling of fingers, face, or tablecloth, and without annoying your companions." Some of the more



How to hold the knife and fork when cutting

general things you should know about table manners are given below:

1. *A cover* includes all the dishes, silver, and glassware for one person. Silverware is usually arranged from the outside in, in the order in which it is to be used.

2. *Napkins.* Small napkins may be unfolded completely; large dinner napkins are usually unfolded to half their size. When the meal is over, a napkin which is to be used again should be carefully folded along its first creases and left beside the plate. If the napkin is not to be used again, fold it loosely and leave it beside the plate. The napkin may be used to wipe the lips occasionally.

3. *Eating soup.* A spoon with a round bowl is often used for soup. Dip it into the soup, away from you, turning the outer rim of the spoon down, filling it about three-fourths full and then sipping quietly from the side of the spoon.

4. *Bread and butter.* A small plate may be placed just above the forks to

hold bread and butter, radishes, olives, jelly, etc. Break off and butter a small piece of bread as you need it.

5. *The knife.* The knife may be used to cut meat and to spread butter on bread. When cutting meat, hold the knife in the preferred hand (right if you are right-handed) and the fork in the other hand with the tines of the fork turned down into the meat.

6. *The fork.* After cutting a piece of meat, the fork may be kept in the left hand or changed to the right before lifting the food to the mouth. When held in the right hand, the fork may be used to eat many vegetables, salads, soft cake,



Breaking a sandwich

etc. Take only a little at a time on the fork. When a salad is served as a separate course, a salad fork is usually used.

7. *Finger foods.* Hold dry sandwiches in your fingers. Break the sandwich before taking a bite. Eat club sandwiches with a fork. Dry, firm cake, crackers, nuts, candy, hard cheese, radishes, celery, and olives are eaten with the fingers. Olive pits, and other seeds should be laid on the side of one of your dishes.

8. *Finger bowls.* Finger bowls are usually used only at formal luncheons and dinners. Dip the tips of your fingers in the water and then wipe them on your napkin.

Teas and receptions. At formal teas and receptions one usually wears an afternoon dress with a hat and gloves, or a

simple party dress with its accessories. (See p. 59.) If the tea is at someone's home you will be greeted by the hostess. If it is a large tea there may be two people "pouring," or filling the cups. While you are eating you can continue to visit with the people near you. There may be music or other entertainment. Before you leave, you will want to thank your hostess for the pleasant time you have had.

A formal reception often has a group of people standing near the entrance to greet you as you enter. This is called a receiving line. If the first person in line does not know your name, he will ask for it and then introduce you to the next and so on down the line. Pass rapidly but not hurriedly. Find a group of people whom you know and entertain yourself by chatting with them.

Introductions. To the hostess often falls the task of introducing people. This will not be difficult if you remember:

1. Present a man to a woman—not a woman to the man—as: "Mrs. or Miss B., may I present Mr. A."
2. Present a younger person to an older one.
3. Present a less prominent person to a more prominent one.

One usually says, "Miss Smith, may I present Mr. Jones," or "Mother, this is Margaret Brown," or only, "Miss Tipton, Miss Chase." The person to whom the other is introduced bows or offers to shake hands, saying, "How do you do?" or "I am glad to meet you." The person introduced replies with a bow or a handshake, saying, "I am glad to know you," or some other conventional statement. The hostess or the person introducing stands. A boy or man stands during an introduction. A girl usually remains seated unless she is being introduced to an older woman or a much older man.

"Dates." If a young man invites a young lady to attend a show or other entertainment with him, he should be sure she understands the time to expect him. He should arrive on time. If her parents are present, it is both courteous and pleasant to talk with them. The girl should make this easy by introducing the young man or by starting the conversation. If a young man is courteous he will open and close doors, help with coats, crossing streets, etc., gracefully and as though he enjoyed it without acting as though he thought the girl utterly helpless. He is the host and does the entertaining. A girl should learn to accept

these courtesies easily and pleasantly with an occasional "thank you" for special services. If they stop some place for refreshments, the young man inquires the girl's choice. She should be able to make up her mind without too much delay and with proper consideration of the cost. The girl steps aside and waits while the young man pays the bill. She should return such favors by inviting the young man to attend parties or picnics or to spend an evening at her home. It is not considered good form for a young man to give, or for a girl to accept, expensive presents.

Traveling. If you go by auto, you can write your own tickets and make your own time tables. Consulting an automobile club or tourist bureau will bring you a wealth of information. Take little baggage and watch what and when you eat. Because you are living irregularly, you will be tempted to eat irregularly. Be sure that your meals include the foods you should have (see p. 13), especially plenty of fruits and vegetables.

On the train. If you plan a trip by train, the railroad passenger agent will help you. If you take a Pullman he will make your reservations for you a day or several days ahead of time. Be sure to let him know whether you wish an upper or a lower berth, and the exact date and train. If you ride in the chair car, a pillow, which can be rented from the porter for a small sum, will add much to your comfort.

Pack your toilet articles and things you will need for the trip in a small bag or suitcase and carry it with you. Planning your clothes for the trip and packing them carefully will well repay the time it takes. Take only the clothes you will actually need. Put heavy things in the bottom of the suitcase and lighter ones on top. Wrap shoes in paper to protect your dresses if you do not have shoe bags. Put crumpled tissue paper in the sleeves and body of dresses which wrinkle easily. Wrap toilet articles in a towel or case (unless you have a fitted dressing case) and keep them where they are easy to get at and where they will not soil your clothes.

Clothes that are simple, comfortable, and do not soil or wrinkle easily are best for train wear. Usually a street outfit that fits these requirements will be a good choice. You will need a plain dark kimono or a long coat to wear over your night clothes when

you walk between the dressing room and your berth in the Pullman.

All aboard! You may need to get to the depot long enough before train time to get your tickets and check your baggage.



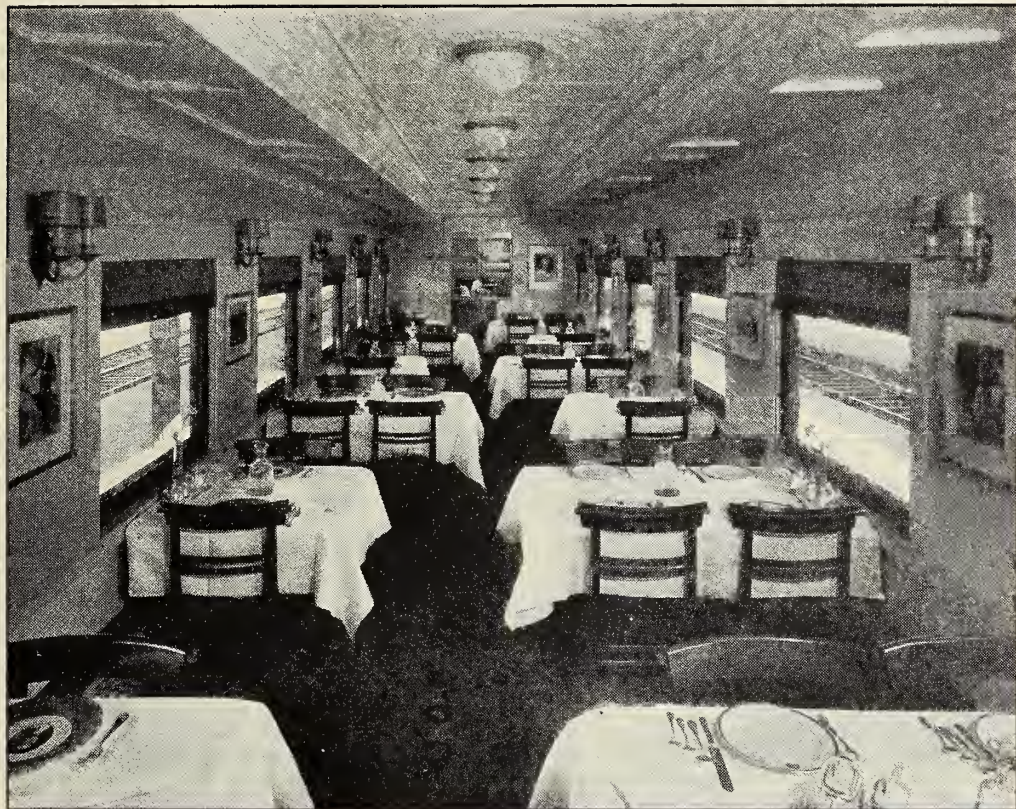
Courtesy of Marshall Field and Company

Luggage

Small fitted cases to be carried with one, and a larger suitcase and a trunk with carefully designed devices to carry clothing in good shape.

Trains starting from most large railway stations may be boarded some time before they leave, especially if they leave during the night. The porter takes your luggage and finds your section for you. In large depots there are special porters ("red caps") who may be hired to carry your luggage and put you on your train. It is customary to tip them 10 to 25 cents. If they perform any special services for you, the payment should be larger. Seats in

the parlor car cost extra and may be bought from the Pullman conductor if your ticket does not include them. If you have questions to ask while traveling ask them of people whose business it is to answer them: ticket agents, red caps, information



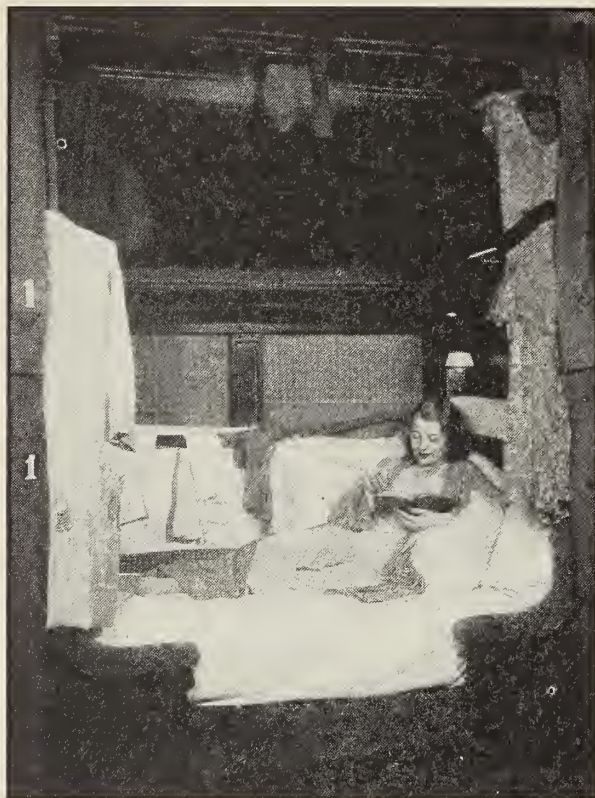
Courtesy of Chesapeake and Ohio Railway Company
A dining car

bureaus, travelers' aid bureaus, or policemen. To ask others is usually a waste of time and sometimes dangerous.

In the diner. As you enter the diner, the steward will show you to a table and give you a menu card. The waiter will write down what you choose, or he will give you a pad and ask you to do so. After the meal, the bill will be brought to you on a small tray. Place the money on the tray. When your change comes, it is customary to leave a tip. This is usually ten per cent of the bill.

On the Pullman. At night you may ask the porter to make up your berth if he has not done so. Take your small suitcase to the dressing room at the end of the car. When you are ready for bed, put on a dark kimono or a coat and go back to your berth.

Get in and button the curtains behind you. There are hangers, a small hammock and shelf space at the head and foot of the bed for clothes. There is a bell to call the porter.



Courtesy of The Pullman Company

A lower berth with the upper berth closed

At the hotel. You may telegraph or write ahead and have rooms reserved for you at the hotel. At the desk you register your name and address and tell the clerk what kind of room you wish. You may inquire his prices and even ask to inspect the rooms. If you do not know what hotel to choose, tourist bureaus and travelers' aid bureaus will be glad to advise you. The bellboy will show you to your room. It is customary to tip him ten to twenty-five cents.

The rules of the hotel are usually posted somewhere in your room.

Charges for laundry, pressing, telephone calls to numbers outside the hotel, etc., will be added to your bill. If you stay in the hotel several days, you should leave a tip on the dresser for the chambermaid.

When you leave the room, lock your door and leave the key at the desk. Ask for it by room number. When you have returned to your room it is wise to lock the door. If you have valuables that you do not care to carry with you or that you do not wish to leave in your room, check them at the desk.

Ordering meals, tipping, etc., in a hotel dining room are just the same as on the diner. When you are ready to leave the hotel, look around to be sure you have left nothing that belongs to you, and call for a bellboy to come for your luggage. Unless a room is vacated before a specified time in the evening, you usually

pay for the next day. Tip the boy for carrying your luggage down as you did for taking it up.

Visiting. If you are going to visit friends, be sure to let them know just when you will arrive. Find out when the meals are to be served and what entertainment is planned and then plan your schedule accordingly. If you do not have a private bath, do not take more than your share of time in the bathroom. Leave the bathroom in reasonable order. Be pleasant and agreeable. If your opinion is asked about some proposed entertainment, give it quietly. If your hostess does her own work, help while you visit with her. Do not stay close to your friends all the time. When your visit is over, leave promptly. After you get home, write your hostess a "bread-and-butter" letter, thanking her for your good time.

Self-management. Can you look after yourself in most things? Do you do so? The more you show your parents that you can act grown-up, the sooner they will trust you to look after yourself altogether. You will find it easier to listen to their suggestions without getting angry if you know that good behavior is one of the best investments a person can have, and that one should not think of spoiling his chances in life with poor behavior any more than he would think of burning his house down, running his automobile over a cliff, or hurting his best friends.

Success and failure. The feelings of satisfaction and confidence which come from doing something well, compensate for a great deal of failure. Only a few people are outstanding successes, and many of them are famous because they happened to be in the right place at the right time to take advantage of an opportunity. Not all of us have the combination of ability and personality necessary for great fame, but all of us can enjoy the successes of everyday life. You can make an attractive dress for yourself or for someone else. You can earn and save enough to buy something you want badly, and you can always enjoy being *you* if you try. You can be the most interesting person in the world to yourself, and the most enjoyable company. This is one thing that many of the most famous people in the world have not accomplished.

If you were born less capable than some people, what can you do about it? A great deal! You can give yourself the best training

possible, but if you find out that you cannot do a thing, you should give it up and work at something you can do. Failure comes not so much because people cannot do certain things as because of the way they feel about it. When you feel worried and blue about things you have not been able to do, it may help to talk it over with someone who knows more about such things than you do, or it may help to get entirely away from the situation that worries you for a short time. Great success often follows closely upon the heels of disappointment and discouragement. Consequently one should not decide that he cannot do something until he has *really* tried.

Something different to do or some place to go, a little better care of your stomach, or a good night's rest is usually all that is needed to banish the blues. Very few people are despondent when they are feeling well and rested physically. The blues, tiredness, and upset digestion keep pretty close company. Get rid of one of them and the others are pretty sure to go away also.

PROBLEMS

1. Set a table in the school dining room and pretend you are having a dinner. Ask any questions about table manners you need to and then practice them.

2. Have a simple tea party for your class. Your teacher will help you plan it and then you can ask her to be the guest. Recipes that may help you are given on pages 392 ff.

3. If there is a school reception which your class can attend, plan what you will wear and practice introductions in the receiving line. If not, have a practice reception of your own.

4. Plan an assembly program about good manners. Perhaps you can dramatize the introductions so that everyone may learn how to do them.

5. Plan the clothing you would need for a month's motor trip. Tell just how you would pack it and care for it on the way.

6. Plan the clothing you would need for an overnight trip on the train to spend a week visiting a friend. Tell just how you would pack and care for the clothing you choose.

7. Make a handbook for students at your school. Include a section on manners. If you do it well, perhaps the school will publish or mimeograph it.

REFERENCES

1. GREER, C. C., *Foods and Home Making*, Allyn and Bacon, New York, 1928. Study Chapter XLIII, "Parties at School and at Home," pp. 573-578.
2. HARRIS, J. W., AND LACEY, E. V., *Everyday Foods*, Houghton Mifflin Co., New York, 1927. Study Chapter XXX, "Now and Then," p. 310; "Teas and Receptions," p. 311; "When We Journey," pp. 311-315; and Chapter XXVII, "Courtesy at the Table," pp. 237-284.

MATCHING EXERCISES

- | | |
|-------------------------|---|
| 1. Eating soup | _____ Open full width |
| 2. Cutting meat | _____ Hold fork in left hand, knife in right |
| 3. A cover | _____ Break in small pieces and butter as needed |
| 4. Small sandwiches | _____ Break in half before eating |
| 5. Eating olives | _____ Dip spoon away from you, sip quietly |
| 6. Small napkins | _____ Dishes, silver, linen, etc., for one person |
| 7. Large napkins | _____ Hold in your fingers |
| 8. Bread | _____ Open halfway |
| 9. "Sticky" cake | _____ Dip tips of fingers, wipe on napkin |
| 10. Finger bowls | _____ Use a fork |
| 11. Reception line | _____ Written after your return, thanking your |
| 12. Making reservations | hostess |
| 13. Tips | _____ A group of people to receive guests |
| 14. "Bread-and-butter" | _____ Engaging Pullman or hotel rooms in advance |
| letter | _____ Usually ten per cent of the bill |



DIVISION II

*Your Home and the Work
Done There*

In the pages of Division II (Your Home and the Work Done There) you will find some of the things every home-keeping-woman needs to do or to supervise others in doing in order to provide comfortable living for the members of her household: planning, preparing, and serving meals; making some articles of clothing; laundering; planning, furnishing, and cleaning a house; and caring for small children.

UNIT ONE

FEEDING THE FAMILY ¹

SECTION 1—FOOD VALUES

Fuel for your body. Even when you are asleep, your heart is beating, and your lungs and many other parts of your body are at work. Where does the energy for all this work come from? The sun furnishes heat, light, and energy to the earth. Man cannot use directly the energy it produces, but plants can. When the sun shines on them, its energy helps them collect and use materials from the air and from the soil. We eat the plants and use them as fuel for our bodies. Animals also eat plants and we get reworked fuel foods from them when we eat meat, eggs, milk, and other animal products. The energy furnishing-substances which the plants build are of three kinds or classes: protein, fat, and carbohydrate. We use the energy from these foods to furnish fuel to our bodies providing us with heat and the power to do work.

Sources of energy. Where do these energy-furnishing foods come from? Sugars and starches are both carbohydrates. Ordinary table sugar is made from the juice of sugar cane and from sugar beets. Small amounts of sugar are also found in many fruits and in some vegetables. Peaches, pears, oranges, figs, dates, corn, and peas all have some sugar in them. You are acquainted with cornstarch and with the starch in wheat flour. Large amounts of starch are found in potatoes, tapioca, and rice. Smaller amounts are found in many fruits and vegetables, such as bananas, peas, and beans.

¹ *Note to the teacher:* If an unbroken Foods Unit is desired, materials from other parts of the book may be incorporated with this unit. The following order is suggested:

1. *Building Your Body*, should be the first lesson (pp. 3-31).
2. Lessons on *The Kitchen* and *The Dining Room* might furnish materials for Lessons two and three (pp. 289-298).
3. The lesson on *Marketing* (pp. 159-169) may include *Managing Family Money* (pp. 371-377).
4. Near the end of the course there may be included lessons on:
 - a. *Foods for Children* (pp. 324-327, 349, and 351-352).
 - b. *Foods for the Sick* (pp. 378-379 and 389).
 - c. *Good Manners* (pp. 77-85).
 - d. *Family Hospitality* (pp. 392-402).

We get fat from olives, cottonseed, and cocoa beans. It is also plentiful in nuts as you can tell from the oily marks which nuts leave on paper. Butter, cream, and fat meats furnish us with animal fats.

We get protein from beans, peas, and nuts and in smaller amounts from corn, oats, and wheat. We get large amounts from milk, eggs, and meat.

The calorie. The unit used to measure heat is called the calorie.¹ It represents the amount of heat required to raise one



From Rose: The Foundations of Nutrition

Both of these rats are the same age

The little one had only two-thirds as many calories per day as the larger one.

kilogram (about 2 lbs. or 2.7 pints) of water one degree Centigrade ($1\frac{4}{5}$ degrees Fahrenheit). You are acquainted with yards, pounds, and quarts as measures, so the calorie need not puzzle you. The machine in which the food is burned is called a calorimeter. It is equipped with a little box or chamber in which the food and pure oxygen are placed. The box rests in water and when the food is burned the heat it gives off raises the temperature of the water. This change in temperature is measured with a thermometer.

Food is not so completely burned in the body as in a calorimeter. Doctor Rose in her book, *Feeding the Family* says: "From

¹ This is the large Calorie which is generally used in nutrition work. The small calorie is 1/1000 of the large calorie.

hundreds of digestion experiments we have learned how to correct the calorimeter returns for the healthy person on a mixed diet and can say in general that an ounce of pure carbohydrate or pure protein will yield 113 calories to the body; an ounce of fat 255 calories."

Foods are usually mixtures of protein, fat, and carbohydrate, sometimes very rich, sometimes diluted with water or cellulose until the caloric value is small. Cellulose is plant fiber, the woody framework of the plant. It is a carbohydrate but too complex for the body to use, except as roughage to help prevent constipation. You will remember that we advised eating fruits and vegetables to prevent constipation. (See pp. 7, 10.) For convenience we often use 100-calorie portions in counting caloric content. (See Table IV.)

TABLE IV

APPROXIMATE AMOUNTS OF FOOD TO YIELD 100 CALORIES¹

Cooked or flaked breakfast foods	$\frac{3}{4}$ to $1\frac{1}{4}$ cups
Milk, whole	$\frac{5}{8}$ cup
Milk, skim	$1\frac{1}{8}$ cups
Cream, thick	$1\frac{2}{3}$ tablespoons
Cream, thin	$\frac{1}{4}$ cup
Butter, olive oil, or other fat	1 tablespoon
Bread	1 slice, 3 in. by $3\frac{1}{2}$ by 1 in.
Soda crackers	4 crackers
Fresh fruit	1 large orange or apple; 1 medium banana or bunch of grapes; 2 medium peaches or pears
Dried fruit	4 or 5 prunes or dates; 2 doz. raisins; $1\frac{1}{2}$ large figs
Eggs	1 very large; $1\frac{1}{2}$ medium
Meat (beef, lamb, mutton, veal, chicken)	about 2 oz. lean cooked
Bacon (cooked crisp)	about $\frac{1}{2}$ oz.
Potatoes	1 medium
Sugar	tablespoons granulated; $3\frac{1}{2}$ "full-sized" lumps
Cocoa (made with milk)	$\frac{2}{5}$ cup
Cream of bean soup	$\frac{1}{2}$ cup
Macaroni and cheese	$\frac{1}{2}$ cup
Rice pudding	$\frac{1}{2}$ cup
Ice cream (made with thin cream)	$\frac{1}{4}$ cup
Milk sherbet	$\frac{1}{4}$ cup
Sponge cake	cube $1\frac{3}{4}$ in. on a side
Nuts (shelled almonds, peanuts, pecans)	about $\frac{1}{2}$ oz.
Sweet chocolate	about $\frac{3}{4}$ oz.

¹ Rose, M. S., *Feeding the Family*, The Macmillan Company, New York (third edition), pp. 7, 11.

The number of calories you need. Your daily need in calories will depend upon your weight and the work you do, as well as upon how efficiently your body makes use of the food you eat. Very complicated machines have been built which will measure the number of calories needed by a person, when he is asleep or at different kinds of work. Hundreds of such measures have given us fairly accurate figures for the energy-needs of people of different ages, weights, and occupations. If a grown-up stays at about the same weight as he should, and if a child grows steadily and healthily, he is probably getting the right amounts of foods. But, some people are fat and some thin and not all children grow as they should. In order to check up on the amounts of food they are getting, we shall need to count the calories in the food they eat and check it with the amount we should expect them to have. The following table gives about the number of calories per pound of body weight needed to satisfy the energy requirements of boys and girls from one to seventeen years of age.¹

TABLE V
ENERGY REQUIREMENTS

AGE	CALORIES PER DAY PER POUND OF BODY WEIGHT
1	40 to 45
2	40 to 43
3 to 4	37 to 40
5	36 to 38
6	35 to 37
7	34 to 36
8 to 9	32 to 35
10 to 12	30 to 34
10 to 13	
girls	27 to 32
boys	30 to 34
14 to 17	
girls	18 to 27
boys	23 to 30

Multiply the number of pounds you weigh by the number of calories for each pound needed by a girl your age. How many calories a day do you need? Divide this number by three and see how many you would get if you ate the same amount each meal. It is impossible to make a table like this fit every person. If you are very active, you need more calories than the number given.

¹ Rose, M. S., *Feeding the Family*, The Macmillan Company, 1930, New York (third edition), pp. 155, 162, 175, 190 and 200.

Boys and girls who are growing rapidly use many calories that way. Worry, loss of sleep (see p. 21) and some glandular disturbances (goiter, for instance) cost many extra calories. If the food does not furnish enough fuel, the extra amounts will be taken from the body tissues. Have you seen people grow thin from worry, loss of sleep, or illness? Find out how many calories you get in a day.

Have you ever watched people at a cafeteria counter? Some fat people will load their trays with rich fuel foods, such as bread, potatoes, whipped-cream desserts, pie, cake, and candy. A thin person may choose a clear soup, a lettuce salad, a small piece of meat, one roll, and coffee. Both would be better off if they, the fat and the thin person, would change trays. But they seldom do! The fat person usually gets fat by eating the way he does, and a lack of food is usually responsible for the thin person's being thin.

A person who is seriously overweight may reduce by cutting down by about one-third the number of calories recommended for his age, weight, and height. When the body has more food than it needs, it stores up excess fat. When the body has less food than it needs, it draws on these stores of fat. A person who is underweight may add one-third to the amount of calories listed in the table as sufficient to keep him at the weight he now is. If one's general health is good, the extra calories should help him to gain.¹

Growing. Food for your body must furnish not only heat and energy but also materials for growth. (See p. 10.) The most important growth materials come from foods called "proteins." Children, because they are growing, need more protein than adults. Many foods contain some protein, but not all have the kinds most valuable in the building of body tissues. Gelatin and some other proteins found in vegetable foods are what we call incomplete proteins. If you ate only that kind of protein you would not grow properly. Milk, meat, fish, eggs, cheese, dried peas, and beans all contain large amounts of complete proteins. Now you understand why we include them in our "Pattern for a day's meals." (Page 13.)

¹ Doctor Mary Swartz Rose gives further information about gaining and reducing in *Feeding the Family*, The Macmillan Company, New York, (third edition), 1929, pp. 65, 72, 99, 104.

Minerals. Many minerals are used in building your body. Three of these, calcium, phosphorus, and iron are used in largest quantities, and foods that contain these usually contain sufficient quantities of other minerals.

Calcium. When we studied about drinking milk, we learned that it is lime or calcium that makes our bones and teeth strong. (See p. 4.) Milk is the richest source of usable calcium that we have and a quart of milk a day will easily supply the calcium you need. Perhaps you have seen babies or small children who had rickets. Badly shaped chests, bowed legs, bumpy wrists, ankles, and forehead are a few of the ugly marks it leaves. It is caused by a lack of calcium in the diet or by an inability to use the calcium that is eaten. A good diet with milk to supply calcium and sunshine or cod-liver oil to help cure the disease can be used. Boys and girls must have a rich supply of calcium if they are to build good strong bones and teeth.

Phosphorus. Phosphorus, like calcium, is used in building bones and teeth and to help build the cells of all the body tissues, and is needed daily in generous amounts. It is found in milk and if you drink your daily allowance of one quart, you will be getting more than half of all the phosphorus you need. Meat and fish, dried peas and beans, many vegetables, and whole grains also contain phosphorus.

Iron. When we studied vegetables, we explained that the red color of the blood is due to the presence of iron in the hæmoglobin. Iron is also found in the muscles. Green vegetables, like spinach and dandelion greens, are especially rich in iron. Egg yolk, dried peas and beans, whole grain cereals, liver and other meats also contain a good supply.

Recently doctors have suggested that along with iron, we need copper. Copper is found in nuts, whole cereals, dried peas and beans, dried fruits, and in many vegetables. A lack of iron and copper in the body brings about a condition called anemia. An anemic person's skin is pale, his lips a pale pink rather than a rich red, he often is thin and seems to tire easily. What would you advise an anemic person to eat?

Iodine. When the body lacks iodine, the thyroid gland enlarges at the front of the neck just above the collar bone. This condition is called goiter. In some parts of our country additional

iodine is needed because it is not present in sufficient amounts in the water. The use of iodized salt is recommended to people living in such parts of the country—usually inland sections. Sea foods are good sources of iodine and modern methods of transportation are making them available nearly everywhere.



From Rose: The Foundations of Nutrition

The upper rat shows the poor growth and the eye disease due to a diet lacking in vitamin A. The litter mate below was raised on a normal diet.

Water. Water helps to regulate many bodily activities. It not only assists in the digestive processes but also makes up a large part of the body tissues. As a part of the blood it helps to carry food to all parts of the body, and, through the kidneys, it helps to carry away waste materials. Through evaporation of perspiration, it helps to regulate the temperature of the body. You can easily understand now why you need to drink from four to six glasses of water daily. (See p. 13.) The rest of the water you need is contained in the foods you eat. Some foods, such as watermelon, strawberries, and oranges contain large proportions of water, and nearly all foods contain some.

The vitamins. One of the most thrilling discoveries in foods has been the finding of substances we call vitamins. For many years we have known the values of the various food materials.

However, we sometimes found that a person on a balanced diet, with all the proteins, etc., that he needed, did not grow and develop as he should. The addition of certain foods brought about an almost miraculous change. What mysterious substances in these foods brought about the change? No one knew until



From Rose: Teaching Nutrition to Boys and Girls

Foods containing vitamin A

Carrot, green peas, milk, cooked tomatoes, egg yolk, spinach.

the vitamins were found. One by one, vitamins A, B, C, D, E, and G were found. Because they are so necessary to life they were named vitamins from the Greek word "vita," meaning life.

Vitamin A. Vitamin A stimulates growth and general good health so one withstands colds and an eye infection called xerophthalmia. When rats are fed on a diet lacking vitamin A, they develop xerophthalmia. This can be cured by adding vitamin A to the rat's diet. Many interesting cases of this disease and its cure have been reported by doctors in different parts of the world. Doctor Mori described many cases among the Japanese children from two to five years of age.¹ These children recovered quickly when cod-liver oil containing vitamin A was given them. A Danish doctor, Bloch, has also reported cases of eye disease in small children who had been drinking skim milk. When they were given whole milk or cream or cod-liver oil, they recovered.

¹ McCollum, E. V., and Simmonds, N., *The Newer Knowledge of Nutrition*, The Macmillan Company, New York, 1929, (fourth edition), Chapter XI, pictures on pp. 158 and 159.



Courtesy of Drs. S. M. Hauge and C. W. Carrick

These chickens are ten weeks old

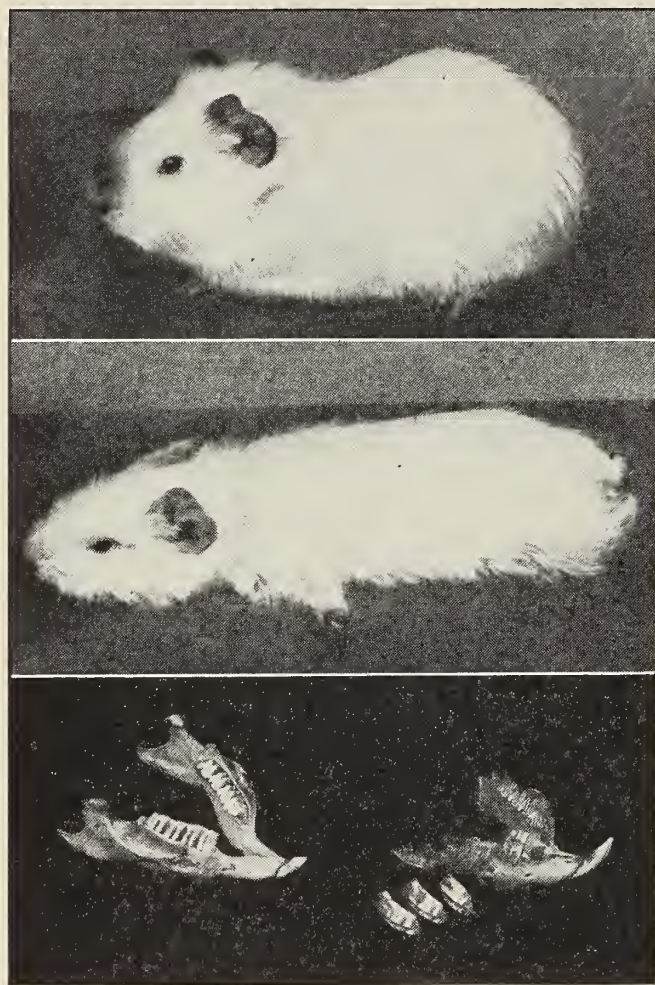
The upper one was fed a diet poor in vitamin B; the lower one a diet richer in vitamin B.

Similar cases have been reported from India, Labrador, and Russia. Butter, cream, and milk, spinach, lettuce, carrots, egg yolk, cod-liver oil, and tomatoes all contain vitamin A.

Vitamin B. For many years a strange disease called "beriberi" or polyneuritis, puzzled investigators. It occurred some-

times among natives of the Orient who were living on diets consisting mostly of polished rice (the kind most people buy) without the rough brown outer coats on the seed. It also appeared in certain cases where white flour formed a large portion of the diet. It was discovered that eating the outer skins of the rice and of some native beans would cure the disease, but it was many years before vitamin B was found to be the important part.

Recently the strange behavior of this vitamin led scientists to the discovery that it really consists of two vitamins, which they



From Rose: Teaching Nutrition to Boys and Girls

1. A normal guinea pig. 2. A guinea pig which has developed scurvy from a diet lacking in vitamin C. 3. The jaws of the two guinea pigs. The one on the left is from a guinea pig fed plenty of vitamin C; the one on the right from a guinea pig which had scurvy. See how the teeth have fallen out.

have named B and G. They help you to grow, to have a good appetite and give you general good health without constipation, restlessness, or irritability. Nearly all fruits and vegetables, whole-grain cereals and milk contain small amounts of vitamin B. Now you see another reason why we included these foods in our pattern for a day's foods given on page 13.

Vitamin C. When we studied about eating fruits (p. 8) we explained how they helped to prevent scurvy and its painful symptoms—diseased gums, loosened teeth, and rheumatic pains in the joints, and many bruised spots on the skin. Cases of scurvy occurred during the World War because some army officers did not know of the need for fresh foods, especially fruits and vegetables. The substance in the fruit and vegetable which prevents scurvy is vitamin C. Oranges and lemons, cabbage and tomatoes are good sources of vitamin C. Heat and long stor-



From Rose: Teaching Nutrition to Boys and Girls

Foods containing vitamin C

Canned peas, orange juice, tomato juice, shredded raw cabbage, raw green pepper.

age seem to destroy it. Read the directions for cooking vegetables given on page 175. The shorter method of cooking is more likely to save the vitamin than the old way of long, hard cooking. Now you understand why we advised eating some raw fruits and vegetables frequently and why we feed babies orange juice.

Vitamin D. When we were discussing the body's need of calcium, we mentioned the disease called "rickets." Vitamin D seems to be the substance which makes it possible for the body to use the calcium and phosphorus in the food it gets thus preventing or curing rickets. In the presence of sunshine your body is able to make some vitamin D. If you work indoors, or if you live in smoky cities where sunlight scarcely penetrates, or if you cover your body with heavy clothing, you will need to eat more foods that are rich in vitamin D.

Egg yolk, milk, and butter from animals that have spent many hours in the sunshine contain vitamin D. Two of the richest sources of vitamin D are cod-liver and halibut-liver oils. Recently



Courtesy of Professors H. Steenbock and E. B. Hart

This puppy has a bad case of rickets from a diet lacking in vitamin D. Notice his bowlegs.

scientists have found a way to put some vitamin D into cereals and vegetables by exposing them to the light from an ultra-violet lamp. You can readily understand why we give cod-liver or halibut-liver oil to babies and small children and why many older persons take these oils to keep well.

Vitamin E. Vitamin

E is important in reproduction. It is found mostly in beans and seeds and in butter fat.

Vitamin G. This vitamin prevents pellagra, a disease involving the digestive tract and the skin and often resulting in serious mental disorders. Milk is rich in vitamin G.

A balanced diet. All of these food materials (fuel foods, protein foods, minerals, and vitamins) should be used in the right proportions. It is generally agreed that each day's meals should contain them in the manner indicated by the following table:¹

	CHILDREN	ADULTS
Total calories needed daily (see Table V, p. 94 for the total calories needed for your weight and age)		
Protein, per cent of total calories	15	10
Carbohydrates and fats, per cent of total calories	85	90
Calcium, grams per day	1	0.67
Phosphorus, grams per day	1	1.32
Iron	0.015	0.015
Vitamin A, units per 100 calories	200	100
Vitamin B, units per 100 calories	30	30
Vitamin C, units per day	20	1 per 100 calories

¹ Requirements for vitamins D, G, and E are not known. Those given for vitamins A, B, and C are tentative.

A simpler way to state the requirements for a balanced diet is to give a list of foods which will satisfy the above needs if included in the day's foods. Such a list is given on page 13 and is called a "Daily Food Pattern." The manner in which each family works out menus to satisfy the needs of a balanced diet will vary greatly with the age of its members, the amount of money spent on food, and the season of the year.

PROBLEMS

1. List the foods you have eaten today and point out those that contain good quality proteins, calcium, phosphorus, and iron; those which contain vitamins, and those which are sources of many calories.

2. Make a collection of good newspaper and magazine articles about vitamins. Perhaps you can get one about the discovery of a new vitamin.

3. Make posters illustrating the classes of foods named in problem 2. Make them attractive and useful enough for the school lunchroom.

4. Using models or real foods, study 100 calorie portions until you are fairly familiar with them. Set up an exhibit of a day's meals for a girl about your size, showing the classes of food and the amounts of calories needed.

5. From the encyclopedia find out about the Bomb calorimeter and report to class.

6. Write a simple health play using what you have learned about classes and amounts of food. Give it for a group of small children.

7. Using food models, plan a day's meals so that they will be good in all the ways you have learned.

REFERENCES

1. *In this book*: Why drink milk, p. 3; Why eat vegetables, p. 7; Why eat fruits, p. 8; Fuel and repairs, p. 10; Choosing foods for dinner, p. 12; Choosing foods for breakfast, p. 14; Choosing foods for lunch or supper, p. 16.

2. ROSE, M. S., *The Foundations of Nutrition*, The Macmillan Company, New York, 1927.

3. ROSE, M. S., *Feeding the Family*, The Macmillan Company, New York, 1930.

4. SHERMAN, H. C., AND SMITH, S. L., *The Vitamins*, Chemical Catalog Co., Inc., New York, 1931.

5. WILLARD, F. W., AND GILLETT, L. H., *Dietetics for High Schools*, The Macmillan Company, New York, 1930 (revised edition).

6. WINCHELL, F. E., *Food Facts for Every Day*, J. B. Lippincott Co., Philadelphia, 1924.

TABLE VI

TABLE OF FOOD VALUES¹

For a definition of the term "calorie" see page 92.

"Children" refers to those from 1 to 15 years inclusive.

Percentages of the amounts needed daily are computed from requirements given by Rose.

	CALCIUM	PHOSPHORUS	IRON
Children	1 gram	1 gram	.015 gram
Adults	.67 gram	1.32 grams	.015 gram

If the foods eaten in a day furnish enough mineral matter, their percentages for each mineral should total 100 or more.

In the vitamin columns the following signs are used: —, poor or lacking; *, present in small amounts; **, a good source; ***, an excellent source. No mark indicates that the content is not determined.

Approximate values are given for most of the recipes in this book.

	TOTAL CALORIES	PROTEIN CALORIES	PER CENT OF AMOUNT NEEDED DAILY					VITAMINS				
			CALCIUM		PHOSPHORUS		IRON	A	B	C	G	
			Child	Adult	Child	Adult						
Apples:												
raw, 1 large, 7.5 oz.	100	4	3.7	5.5	7.2	5.4	4.0	*	*	*	*	*
baked, recipe p. 153	154	4	3.8	5.6	7.3	5.5	4.1					
"rosy," recipe p. 153	173	4	3.7	5.5	7.2	5.4	4.0					
Asparagus, 5, 3 in. stalks, 1.5 oz.	10	3	1.2	1.8	1.8	1.3	3.0	*	**		**	
Bacon, 4-5 small slices, 0.5 oz.	100	13	.2	.3	3.5	2.7	3.3	—	to *	*	—	*
Banana:												
1 medium, 4.1 oz.	75	4	.7	1.0	2.3	1.8	3.0	**	*	*	*	*
nut salad, recipe p. 146	282	26	10.5	15.7	13.7	10.2	9.7					

¹ Arranged from data given in Rose, M. S., *The Foundations of Nutrition*, (revised edition). The Macmillan Company, New York, 1933; and Sherman, H. C., *Chemistry of Food and Nutrition*, (fourth edition). The Macmillan Company, New York, 1932.

TABLE VI—Continued
TABLE OF FOOD VALUES

	TOTAL CALORIES	PROTEIN CALORIES	PER CENT OF AMOUNT NEEDED DAILY				VITAMINS				
			CALCIUM		PHOSPHORUS		IRON	A	B	C	G
			Child	Adult	Child	Adult					
Beans:	136	27	4.3	6.6	13.1	11.3	12.9	*	**	—	*
kidney stew, recipe p. 174.	70	16	1.4	2.1	6.7	5.1	9.1	*	**	—	*
lima, cooked, $\frac{1}{3}$ c., 2.0 oz.	125	32	5.8	8.8	17.1	15.8	16.9	*	**	—	*
navy, cooked, $\frac{1}{2}$ c., 3.5 oz.	15	3	1.6	2.5	2.0	1.4	2.6	**	*	*	*
string, cooked, $\frac{1}{3}$ c., 1.2 oz.											
Beef:											
broiled lean round, 2x1 $\frac{1}{4}$ x1 $\frac{1}{8}$ in., 2.0 oz.	100	48	.7	1.0	12.5	9.8	12.0	*	*	—	*
cakes, recipe p. 172.	100	48	.7	1.0	12.5	9.8	12.0				
loaf, recipe p. 173.	161	60	1.8	2.8	16.1	12.6	15.5				
Swiss steak.	225	50	1.0	1.5	15.4	12.0	14.8				
stew with vegetables, recipe p. 171.	228	67	10.1	15.1	24.4	18.8	25.5	*	*	*	*
Beets, sliced, 1 $\frac{1}{3}$ c., 7.7 oz.	100	14	6.4	9.5	8.4	6.4	8.7				
Biscuit, 3-4 medium, recipe p. 149.	327	12	6.0	9.0	9.0	6.8	4.2				
Blackberries, fresh, $\frac{1}{2}$ c., 6.0 oz.	100	9	2.9	4.3	5.8	4.4	6.9			*	
Bread:											
cornbread, recipe p. 149.	773	64	18.2	27.5	35.1	26.6	16.6	*	**	—	*
graham, 1 slice 3x3 $\frac{1}{2}$ x $\frac{3}{8}$ in., 0.5 oz.	33	5	.6	.9	2.8	2.1	2.1	*	**	—	*
white, 1 slice 3x3 $\frac{1}{2}$ x $\frac{1}{2}$ in., 0.7 oz.	50	7	.5	.8	1.7	1.3	1.2	—	?	—	—
Butter, 1 T., 0.5 oz.	100	1	.2	.3	.2	.1	.2	***	—	—	—
Cabbage:											
raw, chopped, $\frac{1}{2}$ c., 1.1 oz.	10	2	1.4	2.1	.9	.7	2.3	*	*	*	*
scalloped, recipe p. 140.	287	41	28.4	42.4	22.7	17.1	6.6				
Cake, recipe p. 181.	663	25	7.9	11.9	13.5	10.2	9.0				

TABLE VI—Continued

TABLE OF FOOD VALUES

	TOTAL CALORIES	PROTEIN CALORIES	PER CENT OF AMOUNT NEEDED DAILY						VITAMINS					
			CALCIUM		PHOSPHORUS		IRON	A	B	C	G			
			Child	Adult	Child	Adult	Child or Adult							
Candy:	2400	8	1.6	2.4	1.6	.8	1.6							
butterscotch, recipe p. 399.	1810	82	49.0	72.5	47.8	36.1	109.1							
fruit balls, recipe p. 399.	1853	27	16.1	24.1	19.1	14.4	3.9							
fudge, recipe p. 399.	1700	1	.2	.3	.2	.1	.2							
taffy, recipe p. 399.	50	3	2.2	3.3	1.9	1.4	2.4		**	*	**	*	*	*
Cantaloupe, $\frac{1}{2}$ medium, 9.0 oz.	40	4	5.0	7.4	4.0	3.0	3.5		***	*	*	*	*	*
Carrots, cooked, 2 medium, 4.0 oz.	20	5	8.1	12.0	4.0	3.0	2.6		*	*	*	*	*	*
Cauliflower, cooked, $\frac{1}{8}$ small, 2.3 oz.	6	2	2.5	3.8	1.2	.9	1.1		—	*	*	*	*	*
Celery, $\frac{1}{4}$ c. of $\frac{1}{4}$ in. pieces, 1.2 oz.	141	19	17.3	26.0	12.6	9.5	3.1							
Celery soup, cream of, recipe p. 137.														
Cheese:	89	23	18.9	28.1	13.9	10.5	1.8		***	*	—	*	*	*
American, 1 in. cube, 0.7 oz.	65	49	13.8	20.6	10.1	7.7	1.3		**	*	—	*	*	*
cottage, $\frac{1}{4}$ c., 2.3 oz.	388	90	51.3	76.5	45.6	34.5	15.6							
fondue, recipe p. 174.	25	1	.6	.9	.9	.7	.8		**					
Cherries, fresh, $\frac{1}{4}$ c., 1.1 oz.														
Chicken, roast, 1 slice 4x2½x¼ in., 1.6 oz.	100	51	.7	1.1	13.8	10.4	12.8		—	*	—	*	*	*
Chocolate, Baker's, $\frac{1}{2}$ square, 0.5 oz.	87	7	1.3	1.9	6.5	4.9	2.5		—	—	—	—	—	—
Cocoa:	171	30	22.7	34.0	20.8	15.7	3.8							
beverage, recipe p. 143.	40	7	.9	1.4	5.7	4.3	1.4		—	—	—	—	—	—
powdered, 1 T., 0.3 oz.	255	—	—	—	—	—	—		***	—	—	—	—	—
Cod-liver oil, 1.0 oz.														(D also)

TABLE VI—Continued
TABLE OF FOOD VALUES

	TOTAL CALORIES	PROTEIN CALORIES	PER CENT OF AMOUNT NEEDED DAILY					VITAMINS					
			CALCIUM		PHOSPHORUS		IRON	A	B	C	G		
			Child	Adult	Child	Adult							
Cookies: plain cut, recipe p. 184. spice drop, recipe p. 184.	3782 2512	94 69	20.8 20.9	31.2 34.1	45.9 44.2	34.5 35.0	49.5 59.0						
Corn: fresh, cooked, 1, 6 in. ear, 4.5 oz. canned, $\frac{1}{3}$ c., 3.6 oz. meal mush, $\frac{1}{4}$ c. meal, recipe p. 118. scalloped, recipe p. 141. soup, cream of, recipe p. 138. Cornstarch pudding, recipe p. 151.	50 100 121 320 222 309	6 11 12 46 26 23	.3 .6 .1 17.3 15.4 19.7	.4 .9 .1 25.9 23.0 29.4	5.1 10.2 6.4 31.0 20.5 15.1	3.9 7.7 4.8 13.1 10.3 11.5	2.6 5.3 2.4 14.7 7.2 2.5	** ** * * * *	** ** * * * *				
Cracker, soda, 1, 0.2 oz. Cream, thin, 2 T., 1.0 oz. Cream pie with coconut, recipe p. 181. Custard, recipe p. 152. Dates, unstoned, 3-4, 1.0 oz. Dutch apple cake, recipe p. 150.	25 50 1048 170 100 448	2 2 40 29 2 16	.1 2.5 15.9 16.3 1.9 9.7	.2 3.7 23.8 24.4 2.8 14.5	.6 2.2 21.2 15.6 1.6 16.2	.5 1.7 16.0 11.8 1.2 12.2	.6 .3 13.3 6.6 5.7 8.2	— *** * * * *	— *** * * * *	— *** * * * *	— *** * * * *	— *** * * * *	— *** * * * *
Eggs: whole, in shell, 1, 2.5 oz. white, 1, 1.0 oz. yolk, 1, .6 oz. omelet, recipe p. 129. poached on toast, recipe p. 129. scrambled, recipe p. 129.	70 14 56 114 120 106	25 13 11 27 32 27	3.1 .3 2.0 5.0 3.6 5.0	4.7 .4 3.0 7.6 5.5 7.5	8.5 .3 6.6 10.0 10.2 9.9	6.5 .2 5.0 7.6 7.8 7.6	9.5 .2 8.6 9.8 10.7 9.8	*** — *** *** *** ***	* — ** *** *** ***	— — — — — —	— — — — — —	— — — — — —	— — — — — —

TABLE VI—Continued
TABLE OF FOOD VALUES

	TOTAL CALORIES	PROTEIN CALORIES	PER CENT OF AMOUNT NEEDED DAILY					VITAMINS				
			CALCIUM		PHOSPHORUS		IRON	A	B	C	G	
			Child	Adult	Child	Adult						
egg salad, recipe p. 146.	177	37	8.3	12.6	14.4	11.0	14.1					
eggnog, recipe p. 6.	235	50	26.2	38.4	25.5	19.4	38.0	*		—		
Figs, dried, 3 large, 2.2 oz.	200	10	10.2	15.2	7.4	5.6	12.7	— to	*	—	*	
Fish, lean, broiled, 4x2½ in., 4.0 oz.	133	81	2.2	3.3	23.3	17.6	7.4	—	*	—		
Flour, white, ¼ c., 1.0 oz.	100	3	.6	.9	2.6	2.0	1.7	—	?	—		
French dressing, recipe p. 144.	313	0	.3	.4	0	0	0					
French toast, recipe p. 121.	116	22	8.9	13.4	10.2	7.8	5.3					
Gelatin, 1 T., 0.2 oz.	25	24	—	—	—	—	—	—	—	—	—	
Gelatin salad, Spanish, recipe p. 146.	406	52	12.8	19.4	6.6	5.0	9.0					
Golden salad, recipe p. 146.	191	30	21.0	31.4	17.7	13.3	8.7		**	*	**	
Grapefruit, ½ large, 7.5 oz.	100	7	4.0	6.0	3.6	2.7	3.9	*	**	*	*	
Grapes, white, 22, 3.7 oz.	100	5	1.9	2.8	3.2	2.4	2.1	*	*	*	—	
Griddle cakes or pancakes, recipe p. 123.	329	30	12.6	18.9	17.3	13.0	9.5					
Ham, boiled, 1 slice, 4¾x6x½ in., 2.0 oz.	150	44	.6	.9	12.0	8.9	11.0	—	*	—	**	
Hash, recipe p. 141.	203	55	1.4	2.0	15.6	12.1	16.2					
Honey, 1 T., 1.0 oz.	100	1	.2	.3	.6	.4	2.0	—	—	*	*	
Ice cream, vanilla, ¾ c., 5.0 oz.	320	13	8.8	13.2	7.8	5.9	1.2	**	**	*	*	
Kabob, recipe p. 401.	173	76	2.3	3.5	20.0	15.7	19.2					
Lamb chop, broiled, 1, 1.6 oz.	100	40	.6	.9	10.8	8.2	10.0	—	—	*	**	
Lamb roast, 3½x4½x½ in., 1.8 oz.	100	41	.6	.9	11.0	8.4	10.3	—	*	—	**	
Lemon jelly, recipe p. 178.	296	16	1.6	2.1	0	0	0	—	—	—	*	
Lemon juice, 1 T., 0.5 oz.	5	0	.3	.4	0	0	0	—	**	**	**	
Lemon pie, recipe p. 180.	812	49	19.0	28.4	22.8	17.1	13.8					

TABLE VI—Continued
TABLE OF FOOD VALUES

	TOTAL CALORIES	PROTEIN CALORIES	PER CENT OF AMOUNT NEEDED DAILY					VITAMINS			
			CALCIUM		PHOSPHORUS		IRON	A	B	C	G
			Child	Adult	Child	Adult					
Lemon sauce, recipe p. 150.	1290	6	2.1	3.1	9.0	6.7	8.5				
Lemonade, recipe p. 398.	110	0	.6	.8	0	0	0				
Lettuce, $\frac{1}{4}$ head, 2.3 oz.	12	3	2.7	4.0	2.7	2.0	6.3	***	**	*	**
Lettuce salad, recipe p. 145.	116	14	7.3	10.9	8.0	6.0	9.3				
Macaroni: cooked, $\frac{1}{2}$ c., 2.6 oz. with cheese, recipe p. 141. Mayonnaise dressing, recipe p. 145.	50 245 1669	7 58 11	.3 5.3 2.3	.4 67.4 3.4	2.0 34.5 6.6	1.5 26.0 5.0	1.1 5.1 8.6	—	—	—	—
Milk: malted, recipe p. 390. shake, recipe p. 6. whole, 1 c., 8.5 oz. Molasses, 2 T., 1.6 oz.	50 337 170 133	5 26 34 4	3.1 23.3 29.5 9.8	4.7 34.0 44.1 14.7	2.9 17.8 22.7 2.0	2.1 13.5 17.2 1.5	1.2 28.8 3.8 22.6	**	**	?	***
Muffins: date, recipe p. 148. graham, recipe p. 148. one-egg, recipe p. 147.	665 588 430	25 58 26	19.8 44.2 12.6	17.1 53.7 18.9	16.5 42.7 18.0	12.5 31.7 13.3	20.3 59.9 9.1				
Mutton, roast, 1 slice, $3 \times 3 \frac{3}{4} \times \frac{1}{2}$ in., 1.2 oz.	100	33	.5	.7	8.9	6.8	8.3	*	*	—	**
Nut bread, recipe p. 149.	825	81	22.9	34.0	24.3	18.3	16.8	*	**	—	*
Oatmeal, cooked, $\frac{2}{3}$ c., 5.2 oz.	67	11	1.1	1.7	6.6	5.0	4.3	*	*	*	*
Onions, raw, 3-4 medium, 7.2 oz.	100	13	6.9	10.3	9.3	7.0	6.7	—	*	*	*
Orange: Charlotte, recipe p. 177.	113	29	.8	1.6	.5	.3	.4				

TABLE VI—Continued
TABLE OF FOOD VALUES

	TOTAL CALORIES	PROTEIN CALORIES	PER CENT OF AMOUNT NEEDED DAILY						VITAMINS				
			CALCIUM		PHOSPHORUS		IRON	A	B	C	G		
			Child	Adult	Child	Adult	Child or Adult						
Orange juice, $\frac{1}{2}$ c., 4.0 oz. whole, 1 medium, 7.1 oz. Peach, fresh, 1 medium, 3.3 oz. Peanuts, 20-24 single nuts, 0.6 oz. Pear, fresh, 1 medium, 3.1 oz. Peas, canned, $\frac{1}{2}$ c. drained, 2.9 oz. Pecans, 12 meats, 0.5 oz. Pineapple, canned, 1 slice with 3 T. juice or $\frac{1}{4}$ c. shredded, 2.3 oz. Popcorn, $1\frac{1}{2}$ c., 0.9 oz. Pork chop: lean, cooked, 2.4 oz. breaded, recipe p. 173. Potato: white, boiled 15 min., 3.4 oz. white, mashed, recipe p. 174. white, creamed, $\frac{1}{2}$ c., 3.4 oz. soup, cream of, recipe p. 138. celery hash, recipe p. 142. salad, recipe p. 145. sweet, baked, 1 medium, 6.0 oz. Prunes: 6 medium, 2.1 oz. salad, recipe p. 145.	50 75 33 100 50 66 100 100 100 200 242 100 127 88 191 512 192 200 150 283	0 5 2 19 2 17 5 1 5 64 72 11 13 9 23 39 30 12 4 44	3.5 6.6 .6 1.3 1.2 1.7 1.2 4.1 ? .9 1.8 1.6 3.5 2.1 15.7 10.2 7.6 3.2 2.7 14.6	5.0 9.8 .9 1.9 1.8 2.6 1.8 6.1 ? 1.4 2.8 2.4 5.2 3.2 23.4 15.4 11.4 4.8 4.0 21.7	1.8 3.0 1.9 7.3 2.0 7.9 4.5 6.4 ? 17.2 19.9 6.9 8.3 5.9 15.0 21.5 13.6 7.4 5.2 15.2	1.4 2.3 1.4 5.5 1.5 6.0 3.4 4.8 ? 13.1 15.2 5.2 6.3 4.5 11.4 17.6 10.3 5.6 3.9 11.5	1.5 1.9 1.6 2.4 1.5 5.5 2.3 7.7 ? 16.0 19.0 10.4 10.7 7.9 7.3 33.8 14.5 5.4 10.0 12.9	** — * * * * * ** — * *** ***	* * ** * ** ** ** ** ** * *	** * — * ** ** — * * —	* <		

TABLE VI—Continued
TABLE OF FOOD VALUES

	TOTAL CALORIES	PROTEIN CALORIES	PER CENT OF AMOUNT NEEDED DAILY					VITAMINS			
			CALCIUM		PHOSPHORUS		IRON	A	B	C	G
			Child	Adult	Child	Adult					
Pumpkin pie, recipe p. 180.	567	44	24.8	34.3	27.7	17.5	10.3	—	*	—	—
Raisins, $\frac{1}{4}$ c., 1.0 oz.	100	3	1.9	2.8	3.8	2.9	9.3	—	**	**	—
Raspberries, fresh, $\frac{3}{8}$ c., 1.7 oz.	33	3	2.4	3.6	2.5	1.9	2.0	—	—	—	—
Rice:											
white, raw, 1 T., 0.5 oz.	50	4	.1	.1	1.3	1.0	.9	—	—	—	—
pudding, recipe p. 177.	427	37	17.0	25.3	20.2	15.4	13.9	—	—	—	—
Salad dressing, boiled, recipe p. 145.	417	45	18.4	27.5	21.1	16.0	12.1	—	—	—	—
Salmon loaf, recipe p. 173.	222	65	10.2	15.5	26.6	20.1	18.4	—	—	—	—
Sauce, white, medium, $\frac{1}{4}$ c., 2.4 oz.	105	9	7.5	11.3	6.1	4.6	1.2	—	—	—	—
Spinach, cooked, $\frac{5}{8}$ c., 5.2 oz.	25	3	7.0	10.4	7.1	5.4	25.1	***	**	*	*
Stew, beef with dumplings, recipe p. 171.	310	70	11.6	17.3	26.6	20.5	26.6	—	*	**	—
Strawberries, fresh, $\frac{2}{3}$ c., 4.5 oz.	50	5	5.2	7.8	3.6	2.7	6.8	—	—	—	—
Sugar, granulated, 1 T., 0.4 oz.	50	0	0	0	0	0	0	—	—	—	—
Tapioca, raw, 1 T., 0.5 oz.	48	0	.2	.3	1.2	.9	1.4	—	—	—	—
Tomato:											
canned, $\frac{1}{2}$ c., 4.5 oz.	28	6	1.4	2.1	3.2	2.4	3.3	***	**	**	*
raw, 1 small, 3.8 oz.	25	4	1.2	1.9	2.8	2.1	2.9	***	**	**	*
salad, recipe p. 146.	83	11	5.4	8.2	6.7	5.0	6.5	—	—	—	—
scalloped, recipe p. 140.	193	12	1.9	3.0	4.7	3.5	4.3	—	—	—	—
soup, cream of, recipe p. 138.	164	24	16.2	24.4	15.0	11.3	5.5	—	—	—	—
Turnips, $\frac{1}{2}$ c. small cubes, 2.2 oz.	20	3	3.2	4.8	2.3	1.8	1.7	*	*	*	*
Veal, lean leg, cooked, 1 serving, 4.3 oz.	150	105	1.5	2.3	28.3	21.5	26.3	—	*	—	**
Walnuts, 8-16 meats, 0.5 oz.	100	11	1.3	1.9	1.5	1.1	2.0	*	**	**	—

SECTION 2—PLANNING THE FAMILY BREAKFAST

Breakfast. Every day the housewife must plan a breakfast menu that will fit the needs of her family. Some of the foods from which she makes her choices are: fruits, cereals, eggs, and the breads, meats, and beverages usually considered to belong to breakfast time. The breads may be toast, biscuits, muffins, waffles, or griddlecakes. The beverages may be milk, coffee, or cocoa, and sometimes tea. Breakfast meats usually include bacon, ham, and sausage.

What does the housewife consider when she makes her choices? She may tell you that she tries to include some food for the baby, enough food to satisfy the appetites of the men members of the family, something appetizing for Grandma who has not been very well, and foods suited to the season. In other words, the person planning a family breakfast menu must consider age, health, and occupation, sex, and the season of the year. Besides these she also considers the amount of grocery money she has to spend, the time she will have to spend preparing breakfast, and the help on which she can count.

Age and health. If the general menu includes a fruit and a cereal that a small child can eat, the time of additional preparation will be saved. Choose from the lists of foods given on page 351 some fruits and cereals which are suitable for a small child and which may be included in a family breakfast menu. Such a fruit and cereal plus milk to drink and perhaps a piece of toast will make a good breakfast for children of school age. Older people also need a light breakfast, although the food habits of many years may be hard for them to break. The including of fruit (especially for its laxative action) is important for them.

A sick person may require special foods or only a light soft diet resembling the small child's breakfast. More discussion of this will be found on page 389. Provision for variety and for appetite-tempting foods will be much more necessary for the sick person than for the child.

Occupation. From our study of calories (p. 92) you can understand how a man working at hard muscular labor needs more calories a day from his food than a man working at much lighter work. Have you ever eaten breakfast with a farm family? Tell

what you had to eat and compare it with the lighter breakfasts of a family whose father's work is not so heavy. Bacon and eggs, breakfast meats of various kinds, fried mush, waffles and griddle-cakes are a few of the additions to a light breakfast which a man doing heavy work will need.

Season—money—time. In the summertime fruits in season served chilled with prepared breakfast foods and other lighter foods make a pleasant breakfast. Cold weather brings oranges and grapefruit into season, and makes hot cereals, hot breads, and hot drinks, parts of an appetizing breakfast.

When we studied clothing budgets, we decided that it is not appropriate to wear \$20 shoes and a \$2 dress. In a somewhat similar way, the breakfast you plan should not cost more than its fair share of the day's food money. A family of moderate income will not serve strawberries or melon for breakfast out of season. One such expenditure would require many bits of economy to balance it.

It takes longer to make muffins than to make toast. If the housewife plans to serve them, she must get this extra time some way. She may rise earlier or serve such a breakfast on a holiday morning when the family has late breakfast. She may also do part of the work the night before—partly cooking the cereal, preparing the fruit, and other things. She may be able to manage the extra work if she can count on extra help.

PROBLEMS

1. Using the list of breakfast foods, plan a breakfast menu for your family. When you are through, test it by these questions:
 - a. Are the foods you have included good ones? (See p. 13.)
 - b. Have you included something for all the members of the family?
 - c. Is the meal an attractive one?
 - d. Is it too expensive a breakfast for the amount of money the family has to spend on food?
 - e. Will it be an easy breakfast to cook, serve, and eat? If not, how can you plan to manage it?

REFERENCES

1. *In this book*: Choosing foods for breakfast, p. 14; Food values, p. 91.

SECTION 3—PREPARING BREAKFAST

Preparation. Before you begin work wash your hands and put on your apron. Scrub your hands well with soap and water and clean under the nails. Hands that touch food should be clean! Whatever type of apron you choose, it should be clean, comfortable, large enough to protect your clothes, and attractive.

In the laboratory it will be necessary to plan your time very carefully at first in order to have your product ready to show when judging time comes. Study your own and others' work and ask any questions necessary to understand their work. Decide where to improve your work next time. Serve and eat your food as nicely as possible on a clean desk top or breadboard with neatly arranged dishes and silver.

Wash your dishes and clean your desk and your share of the sinks, cupboards, etc. A school kitchen must usually be used by several classes and it will take regular care on everyone's part to keep it attractively clean. If possible prepare at home what you have just cooked in the school kitchen. Study your results and report your problems to the teacher.

Preparing raw fruits. Name some fresh fruits you have seen served for breakfast. Most of these are reasonable in price in season. They will need only washing or perhaps peeling and slicing to be ready for serving. Sometimes fruits are served with cereals. Do you like them that way?

Oranges and grapefruit are always popular. How many ways can you think of to serve them? Perhaps these suggestions will help:

ORANGE JUICE

Cut oranges in half and squeeze out juice on a fruit squeezer. Strain out the seeds and serve juice cold in a small glass.

ORANGE HALVES

Cut the orange in half and then cut along the edge of the pulp next to the skin all the way around and across the pulp several times so that it is easy to get out with a spoon. A curved knife is useful for this.

SLICED ORANGES

Peel carefully. Cut in thin slices with a sharp knife. Serve with plain or powdered sugar. In how many attractive ways can you arrange them?

GRAPEFRUIT

After halving, cut on each side of all the little skin partitions. Then cut all the way around the edge of the pulp next to the white skin. Now push one section aside a bit and cut under the core. Hold it in the other hand and pull it out slowly as you loosen it, leaving all the juice and pulp in the skin. Push the sections back into place.

Preparing cooked fruits. Cooking kills the bacteria which spoil the food. Cooking also makes more tender some of the woody parts of fruit and provides a different flavor. Berries and soft fruits need to be washed carefully. Apples and other large fruits will need washing and paring. Fruits which are to be kept whole should be cooked slowly in a thin syrup. Other fruits may be cooked in water until tender and then sweetened.

FRUITS IN WATER

Place fruit in saucepan. Add about half as much water as you have fruit and cook until fruit is tender. Add sugar to taste and serve.

FRUITS IN SYRUP

Cook $\frac{1}{2}$ to 1 cup of sugar to each cup of water (depending on how sweet you wish the fruit to be) about 3 minutes. Put in the fruit and cook slowly until tender when touched with a fork. Remove carefully to a serving plate.

Preparing dried fruits. Dried fruits are sometimes cheaper or easier to get than fresh fruits. They must be soaked in water for a long time to restore the moisture which has been removed by drying.

TO COOK DRIED FRUITS

Wash the fruit several times. Cover with water and leave to soak several hours or overnight. Cook slowly in the same water until tender. Add sugar to taste if needed. A little lemon or orange peel or a sprinkle of cinnamon may be added during the cooking. A few drops of vanilla may be added to prunes when they are removed from the stove.

PROBLEMS

1. Take half an orange and see how attractively you can prepare it for serving. When you are through, bring it to the supply table and see who has the most attractive one.

2. Prepare the breakfast fruits for your family for a week. Report to class what ones you prepared, which utensils you found best, what short-cuts you found, and how long it took you.

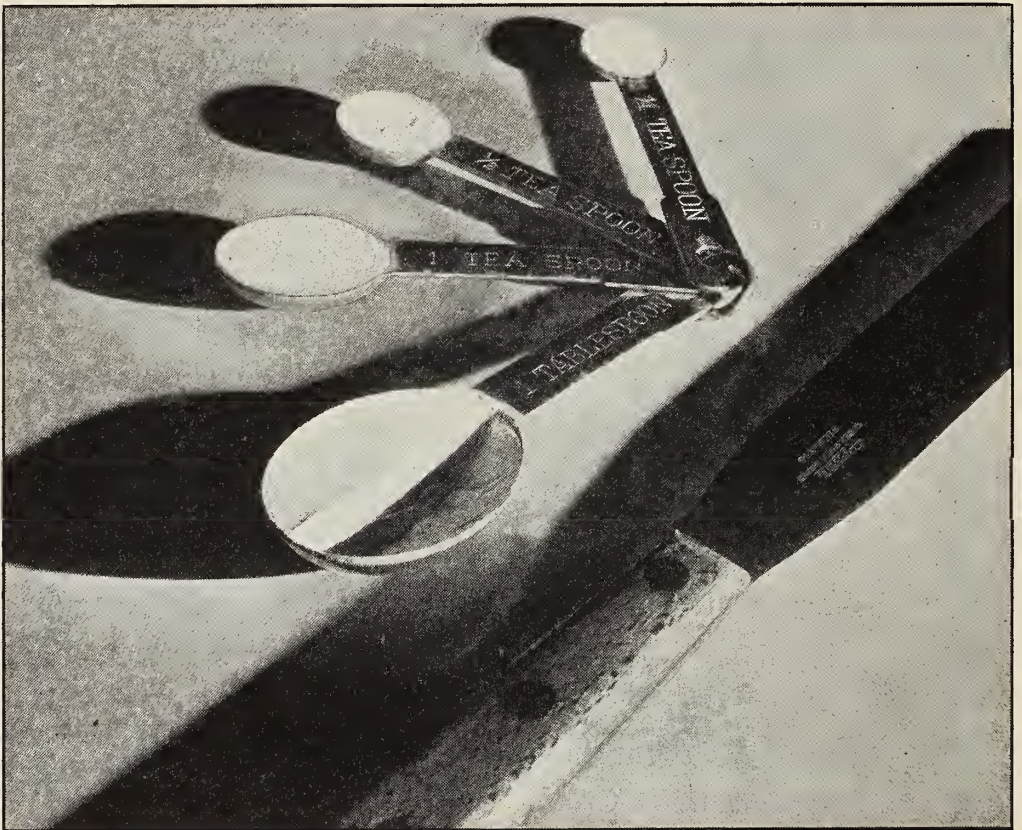
3. Cook prunes. See if you can get yours to be big and plump, tender, and well-flavored. Try cooking some prunes with soaking and some without. Which do you like better?

REFERENCES

1. *In this book*: Why eat fruit, p. 8; Food values, p. 91.
2. THE SUNKIST Co., *Ways of Serving Oranges Attractively*, California Fruit Growers' Exchange, Los Angeles, Calif.

SECTION 4—CEREALS AND BEVERAGES

Measurements. Before you learn to cook other foods, you need to know how to measure. An experienced cook has cooked



Courtesy of Good Housekeeping Institute

How to measure spoonfuls

so long that she knows pretty well how much she has by looking at it. By following recipe directions and measuring carefully, a beginner can follow an expert cook's directions and save much expensive experimenting.

One spoonful is a spoonful leveled off with a straight-edged

knife. Try it. The following table will help you in getting exact amounts. The abbreviations are those commonly used in home economics:

TABLE OF MEASURES

3 t.	= 1 T.
16 T.	= 1 c.
2 c.	= 1 pt.
2 pt.	= 1 qt.

ABBREVIATIONS

t.	= teaspoonful
T.	= tablespoonful
c.	= cupful

If you have measuring spoons, parts of a spoonful need be no problem to you. If not, the best way to divide a spoonful into



Courtesy of Good Housekeeping Institute

Measuring spoons; a heat-proof glass measuring cup; aluminum measuring cups in one-cup and two-cup sizes; and a set of metal measuring cups in one-cup, one-half-cup, one-third-cup, and one-fourth-cup sizes

halves is to measure a level spoonful and then mark with a knife from the handle to the tip of the spoon. How would you measure fourths and thirds of a spoonful?

A tin or aluminum measuring cup is used for hot liquids. Perhaps you have seen sets of metal measuring cups something like sets of measuring spoons with a cup the right size for each fraction needed. When you use the glass cup, hold or set it level and look through the glass to see when the material comes just level with the line marking the fraction you wish. After this, recipes

given in this unit will shorten teaspoonful to "t.," tablespoonful to "T.," and cupful to "c."

Cereals. Many kinds of prepared cereals are now sold. They are more expensive than uncooked cereals but they are convenient and tasty. Cooked cereals usually need three or four times as much water as cereal. Complete directions are given on the package. Longer cooking than the time given on the package will improve most cereals. Cereals for children are usually cooked about an hour. A well-cooked dish of cereal should be smooth (not lumpy), should not taste of raw starch, or have hard gritty particles in it, and should not be dry and stiff.

CEREAL RECIPES

Cream of Wheat 1 c.— $1\frac{1}{2}$ t. salt—4 c. water—40 minutes in a double boiler
 Cornmeal 1 c.— $1\frac{1}{2}$ t. salt—4 c. water—1 hour in a double boiler
 Oatmeal 1 c.—1 t. salt— $2\frac{1}{2}$ c. water—1 hour in a double boiler

For one girl: 4 T. cereal— $\frac{1}{4}$ t. salt— $\frac{5}{8}$ c. water

Heat the salted water to boiling in the top part of the double boiler placed next the fire. Stir the cereal in slowly and cook over the flame about ten minutes before using the bottom part of the double boiler. Continue cooking until the flavor is good and the grains cooked through. Be sure to keep enough water in the bottom part of the double boiler! Try adding a few raisins, chopped dates, or figs about five minutes before the cooking is finished to give old cereal favorites a new flavor.

Milk. The best beverage for breakfast is milk, but only if it is clean milk. If you have ever visited a big dairy, you know how clean and healthy both men and animals must be, and how carefully the milk is kept. Does your town provide for inspection and grading of dairies?

All this care in producing clean milk will be of little use unless you care for it properly after it is delivered to you. Bring the bottle in as soon as possible after it is delivered, wash it off with clean water, and put it in a cold place. Keep the milk in the bottle instead of emptying it into a dish. The bottle has been carefully sterilized with boiling water to kill the bacteria on it. Perhaps you get milk in a bucket from the dairyman. Be sure to keep the buckets and crocks which you use to hold milk scrubbed clean and well scalded with boiling water. About once a week rinse them with hot water containing about a teaspoonful of soda to each quart of water.

Grades of milk. In cities where there is a milk commission,

milk is carefully graded into several classes and one pays higher prices for the better grades.

Raw milk, grade A (often called "certified"). This grade of milk is produced under rigidly sanitary conditions. It is not pasteurized or otherwise treated in any way that would lower its vitamin content (see p. 101) and is supposed to contain not more than 100,000 bacteria per cubic centimeter at the time of delivery to the consumer. It is especially advised for babies and sick people.

Pasteurized milk, grade A. This grade of milk is produced under almost as great care as certified milk, and is pasteurized. This is done by heating it to about 145 degrees Fahrenheit for from 20 to 30 minutes and then cooling it quickly. This process kills most of the harmful bacteria with very little change in the milk. It should contain not more than 10,000 bacteria per cubic centimeter at the time of delivery to the consumer.

Pasteurized milk, grade B. Milk of this class is produced under conditions not satisfactory for grade A rating. It is pasteurized and should not contain more than 50,000 bacteria per cubic centimeter at the time of delivery to the consumer. Extended efforts are being made to improve the conditions under which this milk is produced so that it may receive an A rating.

Lower grades of milk. Milk grading lower than B and ungraded milk should be boiled to kill the bacteria in it. It is then called "sterilized milk."

Condensed, evaporated and dried milk. These products are now recognized as safe, dependable sources of milk, especially where satisfactory fresh milk cannot be had.

Cocoa. A cup of good cocoa should be smooth, well-blended, and richly flavored. To make one cup of cocoa, use:

$\frac{3}{4}$ c. milk	2 t. cocoa	A few grains salt
$\frac{1}{4}$ c. water	1 t. sugar	

First heat the milk in the top part of a double boiler. Mix the cocoa, sugar, and salt together in a small pan. To this add the water slowly, stirring it meanwhile, and boil one minute. Then stir this into the milk, beat with an egg beater, and serve at once.

The beating helps to prevent the formation of scum. Boiling the cocoa helps to cook the starch in it, but boiling the milk would separate some of the protein and change the flavor. Some people cook up several cups of cocoa syrup, bottle it carefully, keep it in a cool place, and use it as needed. This same recipe may be used to make cocoa for party refreshments. Add a few drops of vanilla ($\frac{1}{2}$ t. to each quart) and a marshmallow or a spoonful of whipped cream to the top of the cocoa.

Tea and coffee. Tea and coffee are favorite breakfast beverages with many adults. They are not recommended to boys

and girls because their food value is very small in comparison to milk. They also contain stimulants which have not been thought best for many people. A recipe for tea is given on page 396.

COFFEE

Percolated Coffee: Put 1 c. water in the lower part of percolator and 2 T. coffee in the upper part. Heat and allow to percolate for 5 to 8 minutes. Remove coffee grounds from percolator and keep the coffee hot until served.

Drip Coffee: Put 2 T. pulverized coffee in the coffeepot strainer in the top of the coffeepot. Pour 1 c. boiling water through the coffee. Remove strainer, cover pot, and keep the coffee hot until served.



Courtesy of Bureau of Coffee Information

From left to right: Standard percolator; All aluminum drip pot; China and aluminum drip pot; All glass vacuum coffee maker

Boiled Coffee: Mix 1 T. cold water and a bit of eggshell or egg white (1 eggshell or $\frac{1}{2}$ egg white is enough for 16 T. coffee) with 2 T. coffee. Place mixture in coffeepot, add 1 c. boiling water and boil 3 minutes, or add water cold and bring to a boil. Cover pot, let stand about 5 minutes in a warm place, then serve hot.

When coffee is made in large quantities, tie the coffee loosely in a clean cloth sack.

PROBLEMS

1. Boil a little milk. How does it taste? Could you prevent this by heating it in a double boiler? How could you make a double boiler if you did not have one?

2. Look at the cooking directions on boxes of cereal. Do you think the time given is long enough? Experiment several times, cooking the

cereal different lengths of time. Did cooking for a longer time improve the flavor?

3. Prepare a cereal with raisins, dates, figs or some other fruit for a child who does not usually like cereal.

4. Prepare cocoa for a party. Plan carefully how to manage the larger amount.

REFERENCES

1. *In this book*: Fuel and repairs, p. 10; Food values, p. 91.

2. Farmers' Bulletins: No. 1359, *Milk and its uses in the home*; No. 1374, *Care of food in the home*; No. 717, *Food for young children*. Superintendent of Documents, Washington, D. C.

3. Recipes for the use of evaporated milk may be secured from The Evaporated Milk Association, Chicago, Ill.

SECTION 5—BREADS FOR BREAKFAST

Toast. Use one-day-old bread and cut it into neat slices about one-third to one-half inch thick. Too hot a toaster burns the outside and leaves the inside moist. Too cold a toaster dries the bread until it is hard. Make toast as it is needed and serve hot on a hot dish. It should be brown and crisp, but not too hard and not soft in the center.

How many different ways of making toast have you seen? When a number of slices are needed at once, you can make it on the racks in the oven. Little metal frames are used to make toast over a gas flame. When you are camping, you can make toast by holding it on a long fork over glowing coals. Modern electric toasters make toast at the table without so much careful attention as is needed for the other ways.

French toast. French toast is bread dipped in milk and egg and fried. Here is a recipe for it:

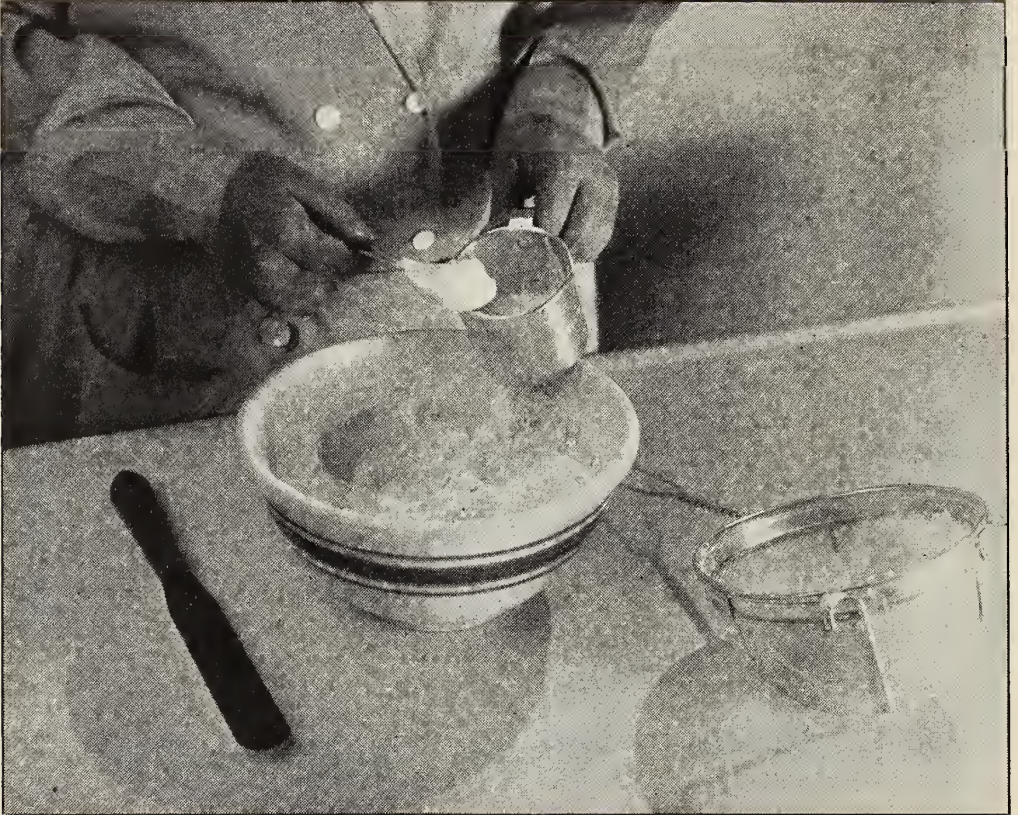
FRENCH TOAST

$\frac{1}{3}$ egg, $\frac{1}{4}$ c. milk, 1 slice bread, a few grains of salt.

Take one-third of a well-beaten egg, add milk and salt. Dip the bread into this mixture, turn and dip on the other side. Heat a frying pan with 1 t. or less of fat. When the grease first begins to smoke, drop in the bread. Cook until a light brown, then turn and brown on the other side. Serve plain or with butter, jelly, or syrup.

You can use leftover bread. If it is dry and hard, soften it by dipping it in water or by soaking it a moment in the egg and milk

mixture. Milk must always be cooked slowly and not at a high temperature. Eggs, cheese, and meat must also be cooked slowly and not at a high temperature. Did you ever see how tough and rubbery an egg can get when it is fried in very hot fat? You will not need a very hot pan then in which to cook the bread dipped in the egg and milk mixture. A spatula or a pancake turner will



Courtesy of Good Housekeeping Institute

Sift flour before measuring it.

be a handy tool with which to turn the bread while it is cooking. What pan will you use? Heated plates will help to keep the French toast hot. How could you heat them?

PROBLEMS

1. Make a recipe for toast. Have each girl make two slices of toast and then examine every piece. Pick the three best ones.
2. Visit an electric shop and report to the class the kinds of toasters they have and what they cost.
3. Make milk toast. Heat the milk slowly so that it does not burn and no scum forms. Pour the hot milk over the buttered toast just before serving.

Pancakes for breakfast! Rich fried foods are not generally good foods for breakfast but healthy people will enjoy them occasionally. They must never be given to little children. What



Courtesy of General Foods Corporation

Cooking pancakes on an aluminum griddle

See how evenly browned the pancakes are.

can you plan to have for a little child's breakfast on the day you are to serve pancakes? Here is a recipe for two girls to use:

PANCAKES

$\frac{1}{2}$ c. flour (sift before measuring)
1 t. baking powder
 $\frac{1}{8}$ t. salt
 $\frac{1}{4}$ t. sugar

$\frac{1}{2}$ egg (beat before dividing)
1 t. melted fat
 $\frac{1}{3}$ c. sweet milk

Sift all the dry ingredients together. Mix all the wet ingredients together. Add the wet to the dry slowly, stirring just enough to mix thoroughly with no lumps. Put 1 t. fat (lard, Crisco, butter, etc.) in a hot frying pan: When the grease begins to smoke put in the batter by spoonfuls. Just before the bubbles burst, turn the cakes with a spatula or pancake turner.

Corn meal, graham flour, or patented pancake flours may be put with the white flour to give different flavors. What dishes

will you need? Can you plan to save yourself any dishwashing? Put the dishes which had egg in them to soak in cold water at once. Why not use hot water? Perhaps you have seen the specially made pancake griddles which do not need greasing. Cut open the first pancake. It should be cooked through without being tough or burned. If the pan is not hot enough, the cakes will be grease-soaked.

Serve hot cakes at once on a hot plate with butter and syrup, sugar, or jelly.

PROBLEMS

1. Make pancakes at home. How many times will you have to multiply the small recipe to have enough?

2. Bring to class samples of your favorite brown sugar or fruit syrups for pancakes.

Baking powder. Put one teaspoonful of baking powder in a glass. Add one-half cupful warm water and stir the mixture. Can you see the bubbles coming off? These bubbles of gas help to make flour mixtures light when you use baking powder in them. Air is beaten into popovers, and air held in beaten egg whites is used to raise angel food cake, but we mostly depend on baking powder to make flour mixtures light. Baking powder is made of two substances, an acid and soda (or similar material) which when mixed with a liquid and warmed give off a gas (carbon dioxide). This gas rises to the top of the flour mixture and carries it up as it goes. The heat of the oven bakes the flour mixture so that it stays up.

Soda. Now mix one teaspoonful of soda and a few drops of vinegar. Can you see the bubbles come off? You may have seen soda used with sour milk in some recipes. One-fourth teaspoonful of soda may be used with each cupful of sour milk, and equals one teaspoonful of baking powder in leavening (or "rising") power. If more leavening is needed, use baking powder to make up the rest. Two teaspoonfuls of baking powder are used to one cupful of flour if no eggs are used. If eggs are used, decrease the amount of baking powder one-half teaspoonful for each egg.

$\frac{1}{4}$ t. soda + 1 c. sour milk is equivalent to 1 t. baking powder
or enough to raise $\frac{1}{2}$ c. flour

2 t. B. P. will raise 1 c. flour (no eggs)

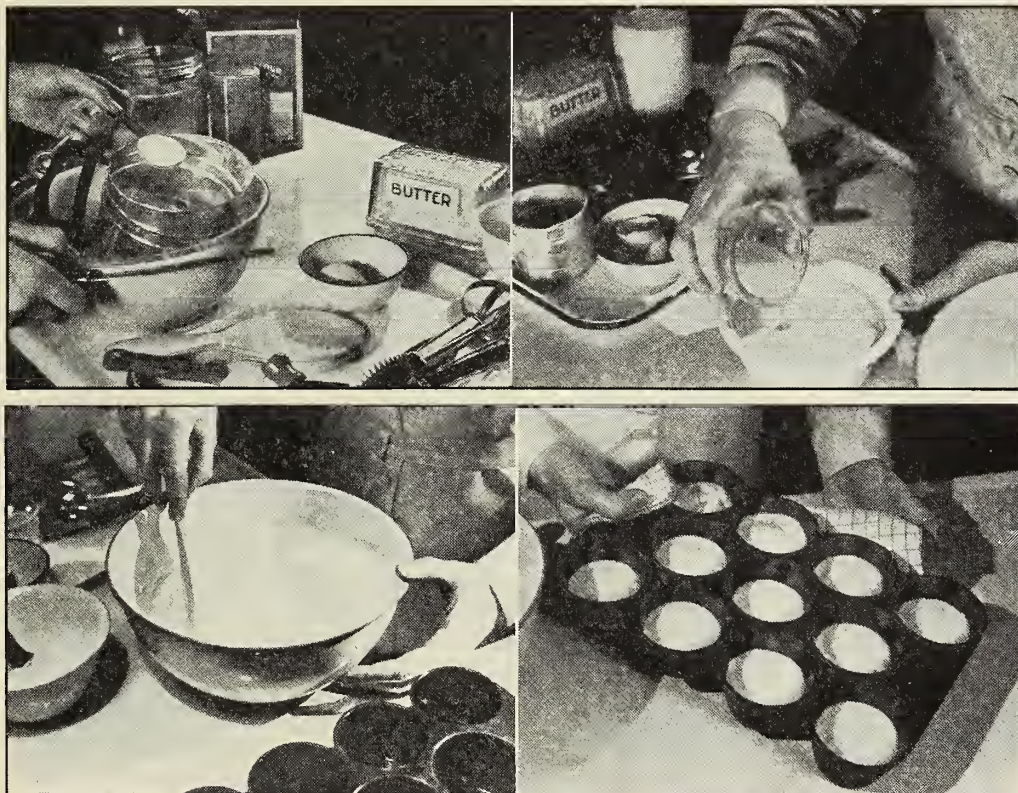
1 egg is equivalent to $\frac{1}{2}$ t. baking powder

PLAIN MUFFINS

(Four times this recipe gives 10 large muffins)

$\frac{1}{2}$ c. sifted flour	$\frac{1}{2}$ T. sugar	$\frac{1}{2}$ T. melted fat
$\frac{3}{4}$ t. baking powder	$\frac{1}{4}$ egg (beat before dividing)	$\frac{1}{4}$ c. milk
$\frac{1}{8}$ t. salt		

Sift dry ingredients. Mix wet ingredients. Add the wet to the dry, stirring just long enough to mix thoroughly. Fill hot, well-greased muffin tins $\frac{2}{3}$ full and bake in a moderate oven (350° F.) for about 20 minutes—or at 300° F. for the first 5 minutes and at 425° F. for the remaining time.

*Courtesy of General Foods Corporation*

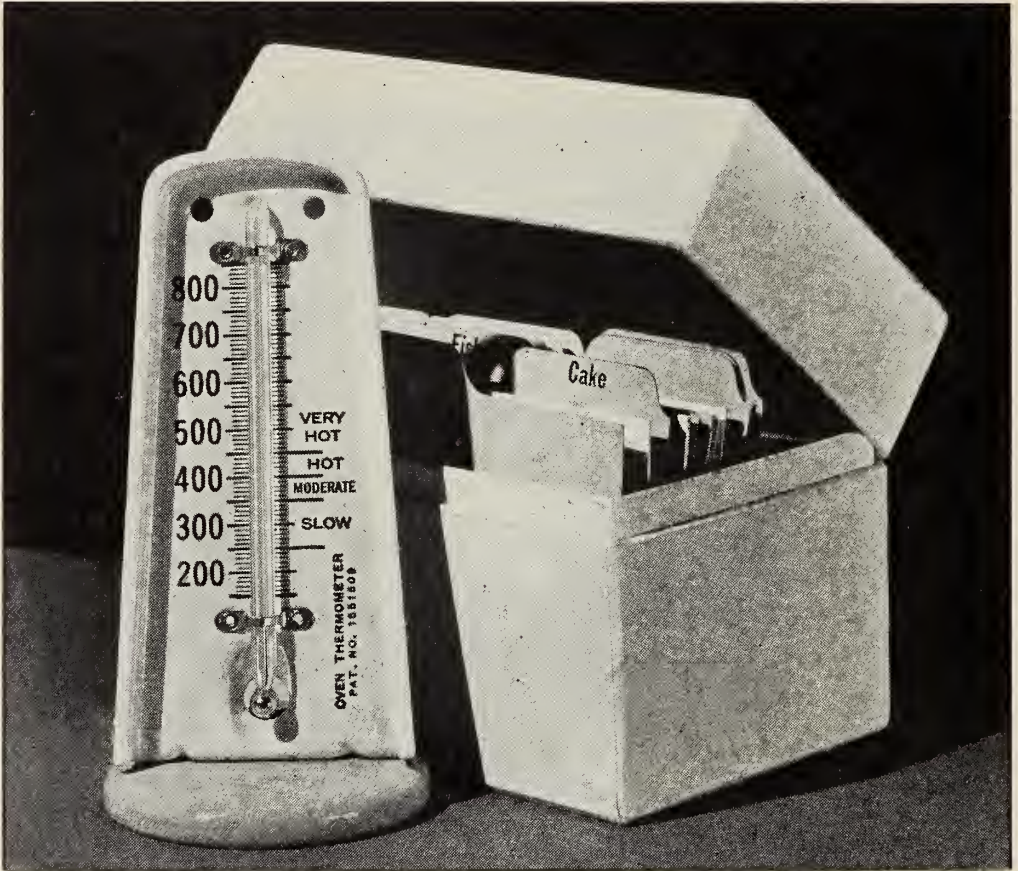
Making muffins

1. Sift the dry ingredients.
2. Mix wet ingredients together.
3. Add the wet ingredients to the dry. Stir only long enough to mix.
4. Fill greased muffin tins two-thirds full.

Baking. Have you ever watched muffins or cakes bake in the oven? In the first few minutes they heat through and begin to rise, in the next few minutes they cook through, and in the last few minutes they finish cooking and brown a bit. If the oven is too cold, the crust will not get cooked in time to hold the air bubbles in until the muffins rise as high as they should go. If the oven is too hot, the crust will get hard and heavy so soon that the air bubbles will have a hard time pushing it up without form-

ing a peak on top. A little experience will show you how to manage your particular oven. The oven should be heated and ready when you have the muffins mixed.

Some people learn to judge an oven temperature by holding a hand in the oven. Many ovens now are equipped with a regulator



Courtesy of Taylor Instrument Companies

An oven thermometer

If your oven does not have a temperature control, use this portable thermometer inside the oven.

or heat control that makes it very easy to know the temperature of the oven. Small portable oven thermometers may be bought and placed in ovens which do not have such regulators. Place the thermometer where you can read it easily through the glass of the oven door or immediately upon opening the door.

If you have no regulator or thermometer you can judge your oven temperature a little easier by this test:

Heat the oven about 10 minutes. Put about $\frac{1}{2}$ t. flour on a piece of white paper and put it in the center of the oven. In 5 minutes look at the flour. A

light tan or straw color indicates a *slow* oven. A light brown color a *medium* oven, a rich golden brown a *hot* oven, and a very dark brown a *very hot* oven.

Place your muffins in the center of the oven shelf. If many pans are placed in the same oven, keep them a little apart so that hot air can rise around them. Pans placed on the lower shelf may need to be moved to the top shelf near the end of the baking time in order to brown them.

The finished product. When they are done muffins should be an attractive golden brown on top and they will have drawn a little away from the pan. When touched lightly, they are firm. When a toothpick is pushed through them, it will come out clean—not sticky with dough. Let the muffins stand a minute when they are removed from the oven, and then use a spatula or knife to lift them out. Serve them at once on a hot plate covered with a napkin.

Reheating. Cold muffins or rolls are sometimes reheated after being sprinkled with a little milk or water.

PROBLEMS

1. Make muffins at school. Let each girl bring her best muffin to the supply table and see which is the best. What will you look for? A nice rounding shape with no bumps or peaks? A pretty brown color? Cooked all the way through with no big holes in it? A good flavor?

2. Make muffins at home. Four times the recipe given above will make ten large muffins. What will you serve with your muffins?

3. Find recipes for other kinds of muffins. Try them out and report your results to class.

REFERENCES

1. HALLIDAY, E., AND NOBLE, I., *Hows and Whys of Cooking* (revised edition), University of Chicago Press, 1933. Study the pictures of good and poor muffins, pp. 50-51, figures 13 and 14.

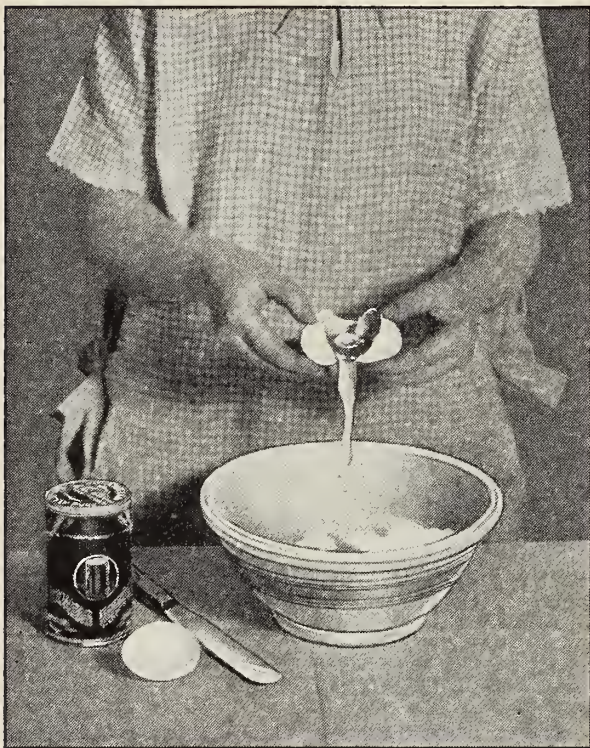
SECTION 6—EGGS AND BACON

Eggs. Fresh eggs have a rough appearance to the shell. Old eggs are smooth and shiny. When a fresh egg is shaken, one cannot feel or hear the inside of the egg move around. When the egg is broken open, the white should be clear and firm, the yolk firm and upstanding, and the flavor and odor good. Any egg with an unpleasant odor, with the white and the yolk mixed together, or with red spots should not be used.

Care of eggs. Buy clean fresh eggs and keep them in a cool

place. Unbroken egg yolks may be covered with water and kept in the refrigerator. Egg whites need no water but should be kept in the refrigerator. Never wash eggs until you are ready to use them, as washing removes the protective covering. When this happens the air gets inside, the moisture in the egg evaporates more rapidly, and they spoil more quickly.

Breaking eggs. To break an egg make a small straight break in the shell by hitting it with a table knife or hitting the egg



Courtesy of Standard Brands, Incorporated

Breaking an egg

lightly on the edge of a table, or dish. Place both thumbs in this crack in the shell and force the shell apart. The yolk may be divided from the white by slipping it carefully from one half of the shell to the other so that the white runs down into the dish. If the white is to be beaten, be very careful to get none of the yolk in it.

Cooking eggs. You have seen an egg grow firm when it was heated. The protein material in eggs, meat, and fish gets firm or coagulates when heated. A high temperature, however, will make this thickened protein very tough. You have probably noticed the hard brown layer on eggs fried in very hot grease and the tough rubbery layer on the outside of hard-boiled eggs. Because of this change in protein it is best to cook eggs, meat, and also cheese, slowly and at a low temperature. When eggs are cooked in water below the boiling point, the white becomes firm but not tough, and the yolk gets mealy. Try these recipes:

SOFT-COOKED EGGS

Place eggs in a saucepan containing enough boiling water to cover. Cover the pan and place it where the water will keep hot but not boil. Leave eggs 5

minutes for *very soft* eggs, 8 to 10 minutes for *medium* eggs, and 45 minutes for *hard-cooked* eggs.

BAKED EGGS

Butter a small baking dish and break an egg into it. Bake in a moderate oven until firm.

POACHED EGGS ON TOAST

Rub with butter a small shallow pan and fill it with salted water ($\frac{1}{4}$ t. to 1 c.) enough to cover the eggs. Bring the water to a boil, turn the flame very low or pull the pan to the back of the stove. Break each egg into a saucer and slip it gently into the water. Let stand 4 or 5 minutes until white is firm and a film forms over the top of the yolk. Take each egg out with a spoon or a skimmer, drain, and serve on toast. Eggs may also be poached in hot milk and the hot milk poured over the toast after the eggs are put on it.

SCRAMBLED EGGS

1 egg

1 T. milk

Sprinkle salt and pepper

 $\frac{3}{4}$ t. bacon drippings

Beat eggs slightly, add salt, pepper, and milk. Melt fat in an omelet pan, turn in egg mixture and cook slowly, scraping from the bottom and sides of the pan constantly as the mixture thickens. Cook until creamy. Turn it upon a hot dish and serve at once. Tiny pieces of bacon may be cooked in the scrambled eggs.

Omelets. Many boys and girls who do not like soft-cooked eggs like omelets. Chopped ham, bacon or other meat, chopped parsley, oysters or vegetables, or grated cheese may be added to plain omelet recipes. After being beaten yolks should be thick and lighter in color than at first. Beaten whites should be stiff enough to stand up in points without losing their shape.

Beaten whites are often added to other mixtures by "cutting and folding." This means to place whites on top of the other mixture and, using a spatula or a spoon, cut down through both materials and then lift them and turn them over. Continue this until the whites are blended. See how puffy the mixture looks! Stirring will not produce as puffy a mixture.

Omelets are done when the mixture is firm and a delicate brown on the side near the pan. Puffy omelets should also be firm on top and hold their shape when touched lightly. As soon as an omelet cools, it will fall. When will be the best time to make it: the first thing you cook or the last one before serving? Serve on a hot plate at once.

PLAIN OMELET

1 egg

1 T. milk or water

Sprinkle of salt and pepper

1 t. fat

Beat the eggs lightly. Add milk or water and salt and pepper. Heat a small frying pan, melt the fat and let it run over the bottom and sides of the pan.

Turn in the mixture and cook slowly. When the egg begins to get firm, take a spatula or a spoon and roll it gently over to the other side, like a jelly roll. Cook a few seconds longer and then roll out upon a hot plate.

PUFFY OMELET

1 egg
1 T. water or milk

1 t. fat
Speck salt and pepper

Separate the yolk from the white of the egg. Beat the yolk until thick and add the milk or water and the salt and pepper. Beat the white of the egg and fold it into the yolk. Melt fat in a frying pan and turn in the egg mixture. When brown underneath, place pan in a hot oven to cook the top of the omelet. Fold over, turn on a hot platter, and serve at once.

Bacon. Buy bacon with firm fat and with fat and lean intermingled. Fine quality bacon is often put up in packages, but is more expensive than bacon bought by the piece or the pound.

PAN BROILED BACON

Place a single layer of bacon slices in a frying pan that has just begun to heat. Keep the flame fairly low, turn the strips frequently and drain the extra fat from the pan several times during the cooking. When bacon is a light brown and evenly crisped, remove to a hot dish and serve.

PROBLEMS

1. Cook a soft-cooked and a soft-boiled egg. Compare the two for tenderness and even cooking.
2. Some people scramble eggs in a double boiler. Explain why this is a good way.
3. Using some leftovers, if possible, prepare an omelet with some of the variations mentioned.
4. For what other meals could some of these egg dishes be used?

SECTION 7—SERVING BREAKFAST

You have chosen your menu and learned how to cook the foods in it. Now let us talk about the things we will need to consider in serving a breakfast:

Grocery list. Suppose you are serving a family of six and your menu is as follows:

Grapefruit
Oatmeal with dates
Toast—Butter—Jelly
Cocoa

Find the recipes you will need. Are they the right size for your group? Which ones can you “keep in your head”? Now let us

see what you will need to buy. How many grapefruit? How much oatmeal? Dates? Bread? Butter? Jelly? Cream? Milk, cocoa, and sugar? The oatmeal, the cocoa, and the sugar are "staple" foods which may be bought in large quantities and kept on hand. Bread and butter and fruit will have to be bought more often, and milk and cream should be bought every day. Most people do not buy for only one meal at a time, but plan menus for a considerable time ahead and grocery lists for that time. You may need to buy part of your foods from other merchants than the grocer. You



Courtesy of "Hygeia"

Making out a grocery list

may need to go to the store to select some of the foods, part of them you may order by telephone. When do you plan to do this marketing? You will find some marketing helps on page 159.

Planning your work. It will be wise for you to make a plan of work for serving your breakfast. Experienced housekeepers have planned the same work many times so that they do not need to write it down. You will need to consider:

1. What can be done ahead of time? The fruit may be prepared and kept in the icebox. Dishes and equipment may be set out ready for use. A cereal which needs long cooking may be partly cooked the night before.
2. What utensils and equipment are needed? Do you have them or can you plan something to take their place?
3. What will be the order of the work? How long does it take to prepare and cook each dish? Which foods require a long time to cook and which must be served as soon as they are prepared?
4. How much work can you save yourself by using few utensils and washing them as you finish with them?

What time do you plan to get up in order to serve your breakfast so that the family will not have to "eat and run"? When you get to the kitchen, what will you do first? Start the oatmeal cooking? Put the milk for the cocoa in the double boiler and start to heat it? Make the toast next or at the last minute? Check the list you made at first to be sure you have included everything and write things down in the order you will do them.

Setting the table. An attractively set table will add much to the success of your breakfast. A few bright colors in dishes, table cover, centerpiece, or food will help to make a pleasant picture. Small cloths, either white or colored, or doilies are usually used to cover the breakfast table. Each place or "cover" will probably need a large place plate on which to set the cereal and the fruit, a small plate for the fruit, a saucedish for the cereal, a knife, spoon, glass, cup and saucer, and a napkin.

The knife is placed at the right of the plate with the sharp edge turned toward the plate. Spoons are placed beside the knife with the bowls up. One of the spoons may be placed on the fruit plate or on the saucer beside the cup. The fork (if one is needed) is placed at the left of the plate with the napkin (loose edges toward plate) beside it. It is usually considered best to have not more than three pieces of silver on either side of the plate. All of these—silver, plate, napkin—should be placed about one inch from the edge of the table and arranged in a neat, orderly row.

The water glass is placed near the tip of the knife. If a bread-and-butter plate is used, it is placed near the tip of the fork and may have a butter knife placed slantingly across it. Sometimes members of the family help to serve the different foods and the big dish with serving silver placed beside it and the dishes needed are placed near them. Mother may have the percolator and the cups and saucers at her place, daughter may have the toaster and a plate of bread at her place, and so on. In other families the food is placed in the individual dishes at each place before the family sits at the table.

Serving your breakfast. The first food in our menu could be on the table when the family come to breakfast. When they have eaten the fruit, you will need to remove those plates and set the cereal dishes in their place on the bigger plate. One easy

way to do this is to stand at the person's left side when you pick up the dishes or set them down. Do not stack dishes in front of a person or set them down noisily. The toast may be put on one big plate and each person can help himself to it and to the cream and sugar, butter, and jelly as he needs it. When you set the cocoa down or if you refill a water glass, you will need to stand at the person's right so that you can reach the glass without reaching across his plate. Do not touch the top of the glass.

These rules about serving will not be so hard to remember if you understand that it is remembering the way that will be most comfortable and convenient for your guests. Breakfast is often a hurried meal. If you are in a hurry, it is better to set everything on the table so that the only serving you will have to do will be refilling dishes.

Occasionally when we are rushed, breakfast must be a very hurried affair. The foods you eat should still be good choices for breakfast. Foods that will take the least possible time to prepare and to eat can be planned far ahead of time. Some people try to solve the problem of the hurried breakfast by setting out cold leftovers for the family to eat. Why is this a poor way? A breakfast consisting of a glass of milk with a piece of bread and jam, and an apple eaten on the way to school will be better than no breakfast or a breakfast of a piece of pie out of the icebox. Can you think of other breakfasts that can be eaten quickly?

Some families solve the problem of the "progressive" or "one-at-a-time" breakfast by setting out the dishes and leaving the food on the stove—the cereal and cocoa in double boilers and the toast in the oven with the fire turned very low. Then each person helps himself. Can you suggest other ways?

Washing dishes. Washing dishes may be either an orderly, quickly finished piece of work or a messy, disorderly, long-drawn-out, and detested job. Stack the dishes left on the table and carry them to the kitchen on a tray. Straighten the table, brush off crumbs, and put away any leftover food in clean small dishes. Now what will be the quickest way to wash dishes?

1. Scrape and stack the dishes in orderly piles. Most people prefer to place soiled dishes on the left side of the pan. Many people rinse these stacks of dishes quickly under the hot water.
2. Soak all cooking dishes. Use cold water for dishes that have contained

milk, flour, or egg. Use hot water for greasy dishes. If dishes must stand, pour water over them, but not over the silver as it will tarnish.

3. Get the pan, soap, etc., ready. Some timesavers such as a milk-bottle brush or a metal scouring brush will prove very useful. If the sink is too low for you, place another pan under the dishpan to raise it.
4. Wash glasses first, then silver, dishes with handles, other dishes, and then pans and kettles.
5. Glasses and silverware must be wiped but other dishes may be scalded and left to dry in a wire dish drainer. What extra cleaning-up duties belong with washing dishes?

You may have so few breakfast dishes that it would save time to leave them until after the next meal. In that case clean the kitchen and put the dishes to soak, where they will not be in the way, and preferably where the sight of them will not annoy or embarrass you.

PROBLEMS

1. Choose a breakfast menu and make a plan of work for it.
2. Draw a picture showing just how you will set your table.
3. Practice serving until you get used to the placing.
4. Plan a good breakfast that can be prepared and eaten in a hurry.
5. Study your habits of washing dishes for a week. Decide where you can improve and report to class the results of your work.

SECTION 8—CHECKING UP

Looking at your work. Now that you have planned, cooked, and served your breakfast, let us go back and "take stock." Did you have any especially hard problems? How did you solve them? Would you do it any differently another time?

How does your work compare with that of other girls? Here is a score card by which you can score your work:

PLANNING THE MEAL	25
1. Suited to all members of the family	7
2. Planned to use materials on hand or keep within the grocery money	6
3. Foods easily and quickly prepared or prepared the night before	6
4. Planned to use foods easily served	6
PREPARING THE FOOD	25
1. Well-cooked (not lumpy—over- or under-done)	12
2. No materials wasted by spilling or not cleaning out cooking dishes	5

3. Time saved by:.....	8
Using few dishes, making few trips around kitchen, putting dishes to soak, washing as many as possible before eating, and having water ready to do dishes	
SERVING THE MEAL.....	25
1. Ready on time.....	5
2. Foods attractive (appearance, flavor).....	8
3. Table set attractively.....	8
4. Nothing forgotten that should have been on the table.....	4
CLEANING UP.....	25
1. Clearing table.....	6
Removing cloth and folding	
Removing crumbs	
Arranging chairs	
2. Washing dishes.....	12
3. Leaving kitchen and dining room in good order with clean floors	7
Total	100

SECTION 9—PLANNING LUNCH OR SUPPER

Luncheon. The middle-sized meal of the day is called luncheon when served at noon, and supper when served at night. Except for formal entertainments, luncheon is a simple meal. As has been said before, the three meals of the day need to be planned together. Especially at luncheon, any required foods not included in the other two meals should be served. It must be possible for every person to get from every day's meals these foods:

1. Milk—at least one pint for grown-ups, at least a quart for children.
2. Vegetables—at least two every day, preferably one raw and one cooked.
3. Fruits—at least two every day, preferably one raw and one cooked.
4. Whole-wheat bread or cereal.
5. An egg or a piece of meat or fish or cheese.
6. Enough fuel foods—bread, potatoes, etc., to “fill you up” and keep a little fat on your body.

In many families, some of the members must eat their lunches away from home. If they carry lunches, these must be carefully planned to be attractive and to fill these same food requirements. The lunch served at home should also be an attractive meal. If leftovers are used they should be made into new dishes. The menu should include only a few dishes, usually planned around one main dish. Dishes which can be prepared ahead of time will be a great convenience. Often a simple dessert or a main dish can

be prepared in the morning while the kitchen work is being done after breakfast. Just as at breakfast, the menu should fit the needs of all members of the family as far as possible so that many special dishes will not need to be prepared. Hot dishes in winter and more uncooked foods and salads in the summer will keep the meal seasonable.

Foods. Foods served for luncheon or supper include: soups, vegetables, salads, breads and sandwiches, main hot dishes, fruits or other desserts, and beverages. Most luncheon menus are built around one main dish which makes a pretty good meal by itself. Such a main dish may be a cream soup or a rich vegetable soup, a heavy salad such as a meat salad, a creamed or scalloped vegetable, or an egg, cheese, or meat dish. Add to this main dish a salad or a vegetable, bread and butter, a simple dessert, and a beverage to complete the meal. Check luncheon menus by these questions:

1. Does it include foods from the Day's Food Pattern? (See p. 13.)
2. Does it include foods that will furnish the proper number of calories? (See pp. 92-111.)
3. Are the proteins included good in quality? (See p. 95.)
4. Are the foods included rich in calcium, iron, and phosphorus? (See p. 96.)
5. Do the foods included contain vitamins? (See pp. 97-102.)
6. Will extra foods have to be cooked for small children or for a person who is ill, or are some foods which they can eat included in this menu? (See pp. 325-326 and 389.)
7. Is the meal an attractive one? Are you serving a favorite family dish?
8. Is it too expensive a luncheon or supper for the amount of money the family has to spend on food? Have you planned to use any foods on hand or any leftovers?
9. Will it be an easy luncheon to cook, serve, and eat? How much time do you have to prepare it? To eat it?

PROBLEMS

1. Divide the class into groups of two. Let each group take one of the main dishes named below and plan a luncheon menu, choosing foods to go with it.

Cream of tomato soup
Tuna fish salad
Meat hash with chopped
carrots and potatoes

Scalloped cabbage
Omelet
Macaroni and cheese

2. Plan a luncheon menu for your family. Choose a main dish first and then the other foods to go with it. When you have finished, test your menu by the above questions and report it to the class.

REFERENCES

1. *In this book*: Choosing foods for supper, p. 16; Food values, p. 91.

SECTION 10—CREAM SOUPS

Cream soups. Cream soups are made with milk thickened a very little until it is almost the consistency of cream and com-



Courtesy of Corning Glass Works, Corning, N. Y.

A cream soup

bined with a mashed vegetable. This mashed vegetable may be a leftover. Celery, peas, corn, potatoes, and tomatoes are some of the vegetables commonly used. A good cream soup should be of a smooth creamy consistency, well seasoned, hot, and served attractively.

CREAM OF CELERY SOUP (one serving)

2 stalks celery
 $\frac{1}{2}$ c. boiling water
Speck salt and pepper

$1\frac{1}{2}$ t. butter
 $1\frac{1}{2}$ t. flour
 $\frac{1}{2}$ c. milk

Wash the celery and cut it in small pieces. Cook in the boiling water until tender. Make a thin white sauce (or white gravy) out of the butter, flour, and milk. One way to do this is to put the milk in the top part of the double boiler to heat. Now add a little water or milk to the flour and salt and pepper and stir it until it makes a smooth paste. Add this paste slowly to the hot milk, stirring it until it thickens a little. Then add the butter and stir it until the butter is all melted and mixed. Add the celery and any juice on it to the white sauce. Cook five minutes. The celery may be strained out before serving if you wish.

Wash the celery with a brush or scrape it with a knife. You will not need to use the best parts of the celery for soup as the poorer stalks have just as much flavor. Why do we cook the soup in a double boiler? Remember that milk, meat, eggs, and cheese are usually better when cooked a short time at low temperatures.

CREAM OF POTATO SOUP (one serving)

$\frac{1}{2}$ c. milk	$\frac{1}{4}$ c. potato (cooked and mashed)
$\frac{1}{4}$ T. flour	1 slice onion
$\frac{1}{16}$ t. salt	Speck pepper
$\frac{1}{2}$ T. butter	

You will need less flour in this recipe because the potato has starch in it which will help thicken the soup. Make a white sauce of the milk, flour, salt, and butter. Tell how you would do it. The onion may be put in the milk when you put it on to heat. When the white sauce is made, stir in the mashed potato and cook five minutes longer. The onion may be strained out before serving if you do not like onions. Leftover potatoes may be used.

CREAM OF CORN SOUP (one serving)

$\frac{1}{2}$ c. milk	$\frac{1}{4}$ c. canned or cooked corn
$\frac{1}{4}$ T. flour	1 slice onion
$\frac{1}{16}$ t. salt	Speck pepper
$\frac{1}{2}$ T. butter	

What is the flavoring material in this soup? Write out your directions for cooking the soup. The corn may be strained out of the soup before serving if you wish. Leftover corn may be used.

CREAM OF TOMATO SOUP (one large serving)

$\frac{1}{2}$ c. milk	$\frac{1}{2}$ c. tomatoes (after straining)
$1\frac{1}{2}$ t. flour	1 slice onion
$1\frac{1}{2}$ t. butter	$\frac{1}{2}$ t. sugar
$\frac{1}{16}$ t. salt	$\frac{1}{16}$ t. soda

Make a thin white sauce of the first four ingredients. Cook the tomatoes, onion, and sugar together. Add the soda ¹ and rub through a strainer or sieve. Just before serving add the hot tomato pulp to the hot white sauce.

¹ The soda is added to the tomatoes to keep them from curdling the milk.

All these soups should be cooked in a double boiler. The slightest trace of a burn will spoil the delicate flavor of cream soups. Taste soup before serving it to be sure the flavor and seasonings are just right. Serve soup hot in hot plates. A cream soup may be made more attractive in appearance by having a little chopped parsley, a bit of butter, or a few toasted bread cubes dropped into the soup just before serving it. If crackers are served with the soup, they should be fresh and crisp and neatly arranged. Heating five to eight minutes in a hot oven will restore their crispness. The garnishes used by professional cooks will suggest new ideas.

CROUTONS AND SOUP STICKS

Use day-old bread and cut it into $\frac{1}{2}$ inch cubes. Place on a pie pan and bake until crisp and a golden brown, stirring occasionally. Slices of bread may be buttered, cut into strips, and browned in the oven to make soup sticks.

PROBLEMS

1. Prepare any one of the cream soups at school, and try another one at home. Eight times the recipes given will make about one quart of soup or six large servings.
2. Make a recipe for cream of pea soup. Try out your recipes and report to class how you did it.
3. Plan several luncheon menus, using the cream soups you know as the main dish. Would a cream soup be a good way to take care of some of the family's daily milk needs?

SECTION 11—SCALLOPED AND OTHER MAIN DISHES

Scalloped dishes are usually made of cooked vegetables or meats which are covered with white sauce and buttered bread crumbs and baked in the oven until the crumbs are nicely browned. The easiest way to butter the crumbs is to break the bread (soft or dry) into crumbs. Melt a tablespoonful of butter for each cupful of crumbs, add the crumbs and stir until well mixed. Since the main part of the dish is already cooked, it takes only a short time for the dish to brown in the oven.

Use a baking dish or pan. It will save washing if the baking dish has a frame or stand so that it can be set on the table. Have you seen the small baking dishes which hold just enough for one person? Several recipes follow.

SCALLOPED SALMON

 $\frac{1}{4}$ c. salmon (boned and skinned) $\frac{1}{4}$ c. white sauce $\frac{1}{4}$ c. buttered bread crumbs

Butter a baking dish and fill it with a layer of salmon, then a layer of crumbs, and then some white sauce. Save some crumbs to sprinkle on top. Bake in a hot oven until brown on top. A recipe for a medium white sauce is given on p. 142.



Courtesy of Corning Glass Works, Corning, N. Y.

A scalloped food ready to serve

Note attractive garnish.

SCALLOPED CABBAGE

4 leaves cabbage

2 T. grated cheese

 $\frac{1}{4}$ c. medium white sauce $\frac{1}{4}$ c. buttered bread crumbs

Cook the cabbage in boiling salted water ($\frac{1}{4}$ t. of salt in just enough water to cover the leaves) until tender. Drain off the water. (We save the water from most vegetables but not from cabbage because it has a strong flavor.) Cut the cabbage into small pieces. Add the cheese to the white sauce. Put the bread crumbs over the top and bake in a hot oven until the crumbs are browned.

SCALLOPED TOMATOES

1 tomato or $\frac{1}{3}$ c. canned tomatoes

1 t. sugar

 $\frac{1}{3}$ c. fresh bread crumbs $\frac{1}{3}$ t. salt

1 T. butter

Speck pepper

Add seasoning to cooked tomatoes and boil five minutes. Put a layer of bread and then a layer of tomatoes in the buttered baking dish, pour the melted butter on top and bake in a hot oven from seven to ten minutes. If you had to use fresh tomatoes how would you cook them? (See p. 175.)

SCALLOPED CORN

$\frac{1}{2}$ c. corn
 $\frac{1}{2}$ egg (beaten)
 $\frac{1}{4}$ t. salt

Speck pepper
 $\frac{1}{2}$ T. butter
 $\frac{1}{2}$ c. hot milk

Mix all these ingredients together, turn into a buttered baking dish. Sprinkle cracker crumbs and bits of butter on top. Bake in a slow oven until firm.

SCALLOPED POTATOES

$\frac{1}{2}$ potato
 $\frac{1}{2}$ T. butter
1 t. flour

$\frac{1}{2}$ t. salt
Speck pepper
 $\frac{1}{6}$ c. milk

Peel and slice potatoes and put in buttered baking dish. Sprinkle each layer with a little flour, salt, and pepper. Pour milk and melted butter over potatoes. Bake in a moderate oven about 15 minutes or until potatoes are tender.

It will take longer for larger amounts of potatoes to bake. When the potatoes are tender, a little grated cheese may be sprinkled over the top. Put back into the oven until the cheese is melted. Just as milk and egg cannot be cooked at high temperatures, so cheese will get tough and rubbery if baked too long in too hot an oven. Chopped ham or bacon may be cooked with the potatoes.

MACARONI AND CHEESE

$\frac{1}{4}$ c. macaroni
 $\frac{1}{4}$ c. grated cheese
 $\frac{1}{4}$ c. milk

$\frac{1}{4}$ t. salt
 $\frac{1}{8}$ t. pepper

Break the macaroni into small pieces and wash it. Put it in boiling salted water (1 t. salt to 1 qt. water) and cook until tender. How could you test it? Drain, salt and pepper to taste, pack into a buttered baking dish with the cheese. Some like the cheese all on top, others prefer it mixed through the macaroni. Pour the milk over the top and bake in a moderate oven about 10 minutes.

Why is this last cooking short? How will you keep the cheese and milk from getting too hot? Remember that meats, eggs, milk, and cheese should be cooked at low temperatures for only a short time while cereals and macaroni should be cooked longer and at higher temperatures.

HASH

$\frac{1}{2}$ slice bacon
 $\frac{1}{4}$ slice onion
 $1\frac{1}{2}$ t. butter

$\frac{1}{4}$ c. potatoes cut in small cubes
 $\frac{1}{4}$ c. meat, cut in small pieces

Brown the chopped onion in butter. Brown the meat in a little fat. Add it to the onion with the cubed potatoes and enough water to cover it. Cook until the potatoes and meat are done and a rich juice is formed. Tomato juice may be used for part of the water.

Leftovers. Leftover vegetables and meats may be creamed and served as hot main dishes for luncheon. Meat should be boned and cut into small pieces if it is to be creamed. A pair of clean, sharp scissors is very useful in doing this.

MEDIUM WHITE SAUCE OR GRAVY

1 c. milk
2 T. flour

1½ T. fat
½ t. salt

Write out the cooking directions. (See p. 138.) Have you ever seen your mother make gravy a different way? Many people melt the fat in the top part of a double boiler or in a frying pan and then stir in the flour to make a smooth paste. It will be easier to do this if you pull the pan away from the fire first. Then add a little of the hot milk and stir until it is smooth. Then add the rest of the milk and the salt and cook until smooth and thick. Cooking it in the frying pan over the direct heat will be faster than in the double boiler. If you brown the flour you will need 2½ T. instead of 2 T. to each cup of liquid.

How much gravy will you want to make? Measure your vegetables or meat roughly and make about twice that amount of sauce. If you like vegetables with less sauce, you will need to use less, of course.

How shall we serve creamed meats or creamed vegetables? Have you seen them served on toast? The bread for the toast may be cut into fancy shapes with cookie cutters. Sometimes small pieces of toast cut in fancy shapes are used on top of the food to decorate or "garnish" it. You can also use a strip of pimento, a dash of paprika, or a bit of parsley for the same purpose.

POTATO CELERY HASH (three servings)

3 medium-sized boiled potatoes
or 1 c. mashed potatoes
½ t. salt

½ c. chopped celery
2 T. butter

Mix potatoes with finely cut celery. Add salt and melted butter. Stir together. Place in hot oven or in frying pan, turning until potatoes are well browned and celery well cooked. These potatoes may be shaped into nests to hold poached eggs.

PROBLEMS

1. Cook one of the scalloped dishes in this section at school and one at home. Learn the white-sauce recipe. Use leftover meat or vegetables to make a scalloped dish for the next day's luncheon.
2. Find recipes for other scalloped dishes.

3. Find other recipes using cheese. What cooking directions are given to keep the cheese from getting tough and rubbery?

4. Collect recipes for other main dishes. Discard or rebuild poor recipes and throw away any you do not find practical.

REFERENCES

1. FARMER, F. M., *Boston Cooking School Cook Book*, Little, Brown, and Co., Boston, 1929. Use this for Problems 3 and 4.

SECTION 12—SALADS AND SALAD DRESSINGS

Main dish or side dish. Salads which are used at luncheon or supper may be rather heavy, and then served as the main dish for the meal, or they may be lighter and used as side dishes. Tuna fish salad and potato salad are good examples of the heavy main dish salads. Name others. Lettuce salad and tomato salad are examples of the lighter salads. Including a salad in the menu will be a good way to get in some of the day's needs in raw or cooked vegetables and fruits. Leftover fruits and vegetables may be used in making salads. Give some examples.



Courtesy of "Woman's Home Companion"
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An attractive fruit salad

Salad greens. Salad greens may be used to make the body of the salad or they may be used only as a garnish. Lettuce is the most common salad plant but there are other interesting ones which may be seen in most markets. There are three common kinds of head lettuce: Iceberg, a crisp solid head; Big Boston, a softer lighter head; and Romaine, a long green vase-shaped head of medium firmness. Leaf lettuce, chicory, escarole, endive, cabbage, dandelion, and water cress are other salad plants often used.

Care of salad plants. Wash thoroughly, remove broken outer leaves and put into a small wet lettuce bag or a wet towel or wax paper and set in the icebox. Some electric iceboxes have a special tray to hold salad greens and vegetables so that the cloth bag need not be used. Keep cool until time to serve. Salad greens should be crisp and dry. Do not allow lettuce to stand long in salad dressing, as it will wilt.

Salad dressings. The dressing should be chosen to fit the salad for which it is intended. The tart flavor of French dressing is best with green salad plants or vegetables. A sweeter cooked dressing with a little whipped cream beaten into it will be best for fruits. For many meat and vegetable salads oil mayonnaise, either plain or with chopped olives and pickles, will seem most appropriate. A little onion juice, obtained by scraping the cut surface with a knife, or a little garlic flavor, obtained by rubbing the bottom of the dish with the cut surface of garlic, are flavors enjoyed by many people. Salad dressing should be made long enough ahead of time to be chilled before using. Make dressings a pint or a quart at a time and keep them in glass jars in the icebox. Sometimes greens or vegetables or meats are allowed to *marinate*, or to stand in salad dressing for awhile to absorb the flavor.

Magazine pictures, caterers' and professional cooks' displays will give many ideas for arranging salads. They should be colorful, neatly arranged, and thoroughly chilled.

When served as a course by itself, salad usually has crisp crackers, tiny sandwiches, or cheese wafers as accompaniments. Crackers may be covered with grated cheese and put in a slow oven a few minutes to melt the cheese, or pastry may have grated cheese rolled into it and then be cut in strips and baked to make cheese sticks.

FRENCH DRESSING
(one serving)

3 T. oil
1 T. vinegar or
lemon juice

$\frac{1}{4}$ t. salt
 $\frac{1}{2}$ t. sugar
A little paprika

Chill the materials. Put into a bottle and shake hard until well mixed and creamy, or put into a dish and beat well. Just as you have seen oil and water separate, the oil and lemon juice or vinegar will separate on standing. When would you mix this dressing? Olive oil, cottonseed or corn oils are often used in French dressing.

COOKED DRESSING
(two servings)

$1\frac{1}{2}$ T. flour	$\frac{1}{2}$ t. salt	$\frac{1}{8}$ c. vinegar
$\frac{1}{2}$ T. sugar	$\frac{1}{8}$ t. mustard	$1\frac{1}{2}$ T. butter
$\frac{1}{16}$ t. paprika	$\frac{1}{2}$ c. milk	1 egg

Make a white sauce of the flour, sugar, butter, and milk. In what pan should it be cooked? Beat the egg a little. Take the sauce off the fire and add a little to the beaten egg. Beat while pouring and return to fire to cook until the mixture thickens. Remove from fire again, stir in the vinegar, and cool. One-fourth teaspoon peanut butter or 1 T. whipped cream may be added to this dressing.

MAYONNAISE
(about 16 servings)

1 egg yolk	$\frac{1}{2}$ t. sugar (may be powdered sugar)
1 T. vinegar	A few grains cayenne pepper
$\frac{1}{4}$ t. mustard	1 c. oil (olive oil, cottonseed or corn oil)
$\frac{3}{4}$ t. salt	1 T. lemon juice

Mix dry ingredients and add egg yolk, then a little of the vinegar or lemon juice. Add a few drops of oil and beat well. As the mixture thickens, add oil and lemon juice or vinegar, first one and then the other, until all is used and the mixture is stiff and fluffy. Chopped pickles and olives may be added.

An emulsion. This mixture of oil and acid with egg yolk is called an emulsion—that is, oil divided into tiny drops and mixed with another substance so that it will not separate. Cream is a natural emulsion. If the oil and acid are not added very slowly at first, the oil will separate. If this happens, beat the separated mixture, drop by drop at first, into another egg yolk.

PRUNE AND CHEESE SALAD
(one serving)

Remove the pits from four cooked prunes. Stuff with chopped walnuts and cream cheese or cottage cheese. Some of the cheese may be rolled into a little ball and the whole salad arranged on a lettuce leaf.

POTATO SALAD

Half an average-sized potato gives enough for one serving. Cut cold boiled potatoes into small cubes or thin slices. Moisten with French dressing or cooked salad dressing and let stand a few minutes. Add a bit of chopped onion or chopped hard-cooked egg and chopped pickles. Arrange on a lettuce leaf and decorate with the egg.

How should one cook the hard-cooked egg? (See p. 128.) Why are the potatoes allowed to stand after the dressing is added? Think of several ways to cut the egg for garnish. Is this a heavy or a light salad?

LETTUCE SALAD

Make portion the size desired. Wash a head of lettuce and pull off the outer leaves. Shake off the surplus water and cut into neat sections. Decorate with a spoonful of salad dressing to which has been added a little chopped pickle, olives, pimento, or other flavoring materials.

BANANA SALAD

(one banana makes two servings)

Remove the banana skin and strings. Cut into halves lengthwise and again crosswise. Place on a lettuce leaf, add a spoonful of dressing and sprinkle with chopped nuts. The bananas will darken if they are allowed to stand. This salad can be made in a hurry and might be used to help dress up a family luncheon if company should suddenly arrive. Lemon juice will prevent the banana from darkening.

TOMATO SALAD

Use ripe cold tomatoes. With a sharp knife remove the stem end. Cut the tomato across 4 or 5 times, leaving sections attached at the bottom. Spread the sections apart lightly, and fill center with finely chopped celery. Garnish with dressing and serve on a lettuce leaf. One teaspoonful of finely chopped bacon or chicken may be added to the celery filling.

EGG SALAD OR DEVEILED EGGS

(one egg to a serving)

Cut hard-cooked eggs in halves. Remove yolks, mash with a little salad dressing, and pack back into the whites. Arrange on lettuce leaves and serve with salad dressing sprinkled with paprika. Cut the eggs or the edges of the white halves in points or other designs.

GOLDEN SALAD

(one serving)

4 T. finely cut cabbage
 $\frac{1}{6}$ c. grated carrots
 1 $\frac{1}{3}$ T. grated cheese

$\frac{1}{12}$ t. salt
 $\frac{1}{3}$ T. lemon juice
 Salad dressing, lettuce,
 paprika

Wash cabbage and pull off outer leaves. Shred or cut into very fine strips. Scrub and scrape carrots and grate or put through the food chopper. Mix the cabbage, grated carrots, and grated cheese. Add lemon juice, and then a little salad dressing. Place on lettuce leaves and serve with a dash of paprika on top.

Gelatin salads. One tablespoonful of gelatin is usually needed to stiffen two cups of liquid.

GELATIN FRUIT SALAD

Use 1 box raspberry, cherry, orange, or lemon flavored prepared gelatin. Prepare according to directions on box. Let cool. Place halves of canned pears, or leftover canned peaches or other fruit with chopped white grapes or celery on the bottom of a shallow pan. Pour the thick (but not hard) gelatin over the fruit and set away to harden in a cool place. Cut in squares. Serve on a lettuce leaf and garnish with salad dressing and nuts.

SPANISH GELATIN SALAD

(seven servings)

1 pkg. lemon gelatin (2 c. jelly)
 1 pt. boiling water
 1 c. chopped celery
 1 c. finely shredded cabbage
 $\frac{1}{2}$ c. chopped pickle

$\frac{1}{3}$ small can pimento or
 4 small radishes (chopped)
 Salt to taste
 1 T. vinegar

Dissolve gelatin in boiling water and vinegar. Mix the other ingredients lightly and add to gelatin just as it begins to harden. Put in shallow pans. When set, cut in squares, garnish with lettuce and dressing, and serve cold.

PROBLEMS

1. Prepare any one of the above salads. When finished bring it to the supply table. Who has the best-looking salad? What makes it so? What original ways of decorating salads have you found?
2. Collect pictures and recipes of good salads.
3. Visit a market and look for salad greens which are new to you.
4. Find out the costs of olive oil, cottonseed and corn oils.
5. Get a jar of ready prepared mayonnaise. Measure its contents. Figure the cost of homemade salad dressing. There are times when it might be best to buy the ready-cooked dressing. Why?

REFERENCES

1. GOLD, M., AND GILBERT, E., *The Book of Green Vegetables*, D. Appleton and Co., New York, 1928. Use for Problem 3.

SECTION 13—QUICK BREADS

Muffins, biscuits, and loaf breads made with baking powder or soda are called quick breads to distinguish them from yeast bread which takes much longer to make. There are many different kinds of breads of both types. Variety may be added to any meal by the use of a different bread.

Baking powder. When we discussed baking powders (p. 124) we added warm water to a sample of baking powder to release the gas. Since there is moisture in the air, what will happen to baking powder in a can left without a lid? Heat makes the gas come off faster, so muffin pans may be set in the oven to warm while the batter is mixed. Once the batter is mixed, what will happen if it is allowed to stand long?

More muffin recipes. The method of mixing muffins given on page 125 is called the "muffin method." Review carefully this method of mixing, and the suggestions on baking.

ONE EGG MUFFINS
(two servings)

$\frac{2}{3}$ c. sifted flour	1 t. sugar	$\frac{1}{3}$ c. milk
1 t. baking powder	$\frac{1}{3}$ egg—well beaten	
$\frac{1}{6}$ t. salt	2 t. melted fat	

Write the mixing directions. Make the recipe large enough for a family of six.

GRAHAM MUFFINS

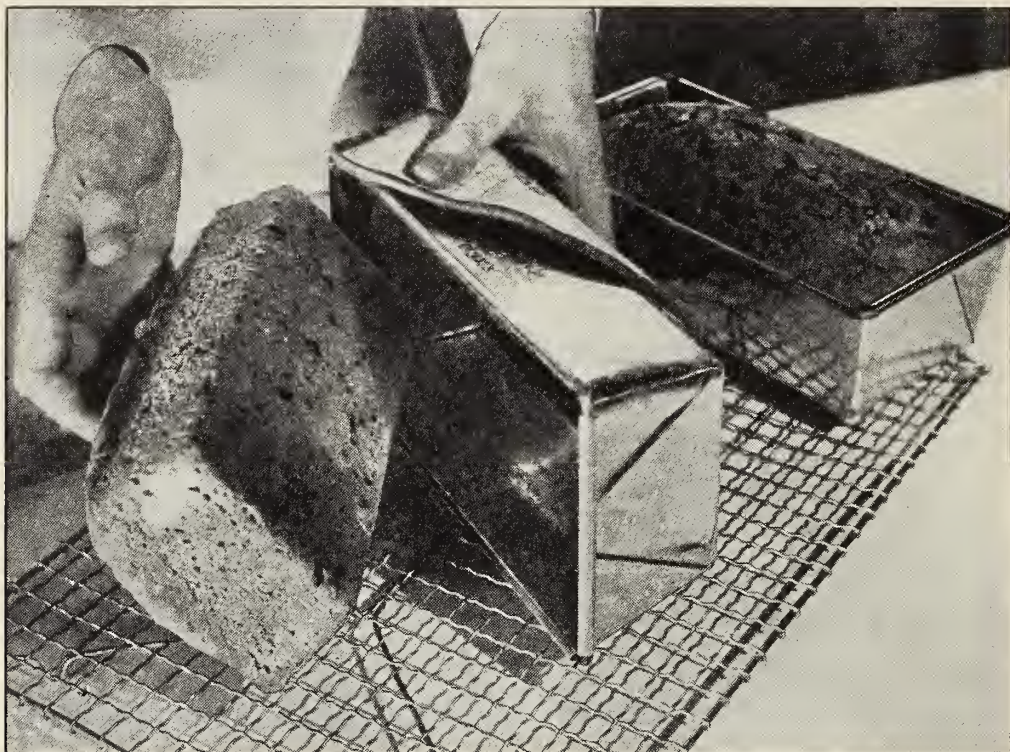
(two servings)

$\frac{1}{3}$ c. white flour
 $\frac{1}{3}$ c. graham flour
 1 t. sugar
 1 t. baking powder

$2\frac{1}{3}$ T. molasses
 $\frac{1}{3}$ t. salt
 $\frac{1}{3}$ c. milk

$\frac{1}{2}$ egg—well beaten
 2 t. butter
 (melted)

Measure a cupful of white flour. Sift it and measure again. Why do you have more than a cupful? You understand now why we need to sift white flour before measuring it. If we sift the graham flour, what will we sift out? Write the mixing directions for this recipe—the molasses is a wet ingredient!



Courtesy of General Foods Corporation

A baking-powder bread baked in loaf form

DATE MUFFINS

(two servings)

$\frac{2}{3}$ c. flour
 $\frac{1}{2}$ t. salt
 1 t. baking powder
 $2\frac{2}{3}$ T. sugar
 $1\frac{1}{2}$ T. butter

$\frac{1}{4}$ c. milk
 $\frac{1}{3}$ egg
 $\frac{1}{2}$ lb. dates (2 or 3) chopped
 fine (mix with dry ingredients)

Corn meal. Corn meal is heavy and will require more leavening than lighter flours. It is usually mixed with some white flour. Corn meal does not keep well in warm weather and should then be bought in small quantities and kept covered in glass or metal containers.

CORN BREAD

(two servings)

$\frac{2}{3}$ egg
 $\frac{1}{2}$ c. sour milk
2 T. sugar
1 T. fat
 $\frac{1}{2}$ c. corn meal

$\frac{1}{2}$ c. white flour
 $\frac{1}{4}$ t. baking soda
 $1\frac{1}{3}$ t. baking powder
 $\frac{1}{2}$ t. salt

Mix by the muffin method, adding the soda to the dry ingredients. Pour into a well-greased pan and bake in a hot oven (400° F.) for about 20 minutes. Larger cakes will require 25 to 30 minutes.

Corn-meal sticks may be made by baking this corn bread in bread-stick pans. Iron ones should be placed on the stove to heat 10 minutes before filling. Grease well and let grease get smoking hot. Multiply recipe amounts by 3 to make a 9 inch square cake.

Baking-powder loaf breads. Loaf breads may be made from many baking-powder bread mixtures. In a loaf, the mixture should be cooked longer and at a lower temperature than in muffin tins. Below is an example of this type of bread.

NUT BREAD

$\frac{1}{3}$ egg
 $\frac{1}{2}$ c. milk
 $2\frac{1}{3}$ T. sugar
1 c. flour

2 t. baking powder
 $\frac{1}{3}$ t. salt
 $\frac{1}{3}$ c. nut meats (chopped) or
 $\frac{1}{3}$ c. raisins, dates, or prunes

Add nuts or fruit to the dry ingredients. Pour into a well-greased bread pan and bake in a moderate oven (325° F.) until done. (See p. 127.) Three times this recipe makes a large loaf which will require about 1 hour's baking.

Baking-powder biscuits. Baking-powder biscuits are a popular quick bread. They contain more fat than do muffins and the fat is not melted but is worked dry and cold into the flour, and the moisture is added later.

BISCUITS

(about three or four medium-sized biscuits)

$\frac{1}{2}$ c. flour
1 t. baking powder
 $\frac{1}{8}$ t. salt

1 T. fat—butter, lard, etc.
Milk or water—about $2\frac{1}{2}$ T.

Mix the dry ingredients and put them into a mixing bowl. Put the fat in next. Work it into the flour with the tips of your fingers, with a fork or "dough blender," or with two knives, one held in each hand cutting across the fat into the flour. An experienced cook can use the tips of her fingers because she works very fast so that the fat does not get a chance to melt from their heat.

When there are no big lumps of fat left, make a little hole in the center of the mixture. Add the milk slowly, using a fork or knife to stir it. Add just enough to make the flour all mix in and the dough hang together without being sticky. Put dough on a lightly floured board (1 T.), knead two or three times, pat out until it is about one-half inch thick. Dip cutter in flour and cut rounds

close together. Pat scraps together to make little biscuits. Place on a lightly greased or floured pan and bake in a hot oven (400° F.) for from 12 to 15 minutes.

Drop biscuits. If you get too much milk in the biscuits, you can drop them in spoonfuls on a greased baking sheet or in muffin tins. It will save time to make them that way when you are in a hurry.

Fancy biscuits. To make fancy biscuits from plain biscuit dough use the following directions:

CHEESE BISCUITS

1 t. grated cheese, mixed in with the shortening or put on top of the biscuits.

SHORTCAKE

Add 1 T. more fat and 1 t. sugar. Bake like plain biscuit only pat out thinner. Place rounds of dough on baking dish. Butter and place another round of dough on top of each piece. Open after baking and serve with fruit. What fruits could you use?

CARAMEL BISCUITS

Pat out the biscuit dough. Spread with this mixture: 1 T. brown sugar and $\frac{1}{2}$ t. butter and 1 t. raisins. Mix all together. Roll, slice, and bake.

DUTCH APPLE CAKE

Add $\frac{1}{4}$ t. sugar or more to biscuit recipe. Pat out into a little cake and arrange thin slices of apple on top. Sprinkle with 1 t. sugar, $\frac{1}{4}$ t. cinnamon, and bits of butter and bake in a hot oven.

PROBLEMS

1. Make biscuits in class. Pick out the best biscuit. Is it nicely shaped? Evenly browned? Tender and flaky inside? A good flavor?
2. Make biscuits at home. How can you speed up the process?
3. Examine dough blenders in the stores. What do they cost?
4. Make one fancy biscuit dough. How could each of the fancy biscuit doughs be used? Perhaps you would like to make a lemon sauce for the Dutch Apple Cake. This recipe will do for a family of six:

LEMON SAUCE RECIPE

1 c. sugar
2 c. boiling water
2 T. cornstarch or 3 T. flour
4 T. butter

3 T. lemon juice
Few grains nutmeg
Few grains salt

Mix sugar, cornstarch, and salt, add water slowly. Boil 5 minutes, stirring constantly. Remove from fire and add butter, lemon juice, and nutmeg.

REFERENCES

1. *In this book:* Breads for breakfast, p. 121.

SECTION 14—LUNCHEON AND SUPPER DESSERTS

An especially prepared dessert will not always be needed at lunch or supper. Canned or fresh fruit may often be used, and

will shorten the time required to prepare the meal. Canned fruit may be chilled before serving. Below are some recipes for other simple desserts.



Courtesy of Good Housekeeping Institute

Making cornstarch pudding

1. Measure the milk and put most of it to heat in the top part of the double boiler.
2. Mix remaining milk with the sugar and cornstarch. 3. Add sugar and cornstarch paste to the hot milk. 4. Wet molds with cold water.

CORNSTARCH PUDDING

(three times this amount gives five servings)

$\frac{2}{3}$ c. milk (heat but do not boil)
 $2\frac{1}{3}$ T. cornstarch
 $2\frac{1}{3}$ T. sugar

$\frac{1}{3}$ t. vanilla
 Nutmeg (a few grains)
 Salt (a few grains)

Mix the sugar, cornstarch, nutmeg, and salt together, then add a little milk to make a paste, then put it into the hot milk. Cook in a double boiler. Put a tiny drop of vanilla on your hand. Does it evaporate quickly? What would happen if we put the vanilla in while the mixture cooks? When will be a

good time to add it? Add 1 T. of cocoa for chocolate cornstarch pudding. Mix it with the sugar and cornstarch.

To mold cornstarch pudding: rinse out molds with cold water. Shake but do not dry. Pour the pudding into the molds and set away to cool. When stiff, loosen the edges around the mold with a small knife and turn on to the serving dish.



Courtesy of Corning Glass Works, Corning, N. Y.

Custards

Plain custards dressed up with strawberries, beaten egg white browned in the oven, marshmallows, cocoanut, and jelly

CUSTARD

(four times this recipe gives six servings)

$\frac{1}{2}$ c. milk
 $\frac{1}{2}$ egg or $\frac{3}{4}$ yolk
 Speck salt

1 T. sugar
 $\frac{1}{8}$ t. vanilla or
 a speck nutmeg

Put the milk to heat in a double boiler. Add the salt to the egg and beat until foamy, then add the sugar and nutmeg. Pour the hot milk over the egg mixture, stirring constantly. For boiled custard cook until mixture coats the spoon, remove from fire and add vanilla. For baked custard, add vanilla, pour mixture into baking dishes set in a pan of hot water. Bake in a moderate oven until firm enough that a knife cutting the custard comes out clean.

Other custard recipes may be made from this recipe:

CARAMEL CUSTARD

Use the above custard recipe but take $4\frac{2}{3}$ T. sugar instead of $2\frac{1}{3}$ T. Melt the sugar, stirring constantly until you have a light brown syrup. Then add

the hot milk and cook until most of the sugar lumps are dissolved. Pour on the beaten eggs, add the flavoring, and bake in regulation fashion.

CHOCOLATE CUSTARD

Use the same custard recipe but add about $\frac{1}{2}$ t. chocolate and $\frac{1}{2}$ T. water. Melt the chocolate, add half the water and half the sugar and cook until smooth. Add this to the hot milk and mix as before.

COCOANUT CUSTARD

Use the same recipe but add $\frac{1}{2}$ t. cocoanut or more.

Have you ever seen beaten egg whites put on top of baked custard? Beat the egg white until stiff and add a pinch of sugar and a drop of flavoring. Pile lightly on top of the custard and brown a little in the oven. A spoonful of whipped cream or a marshmallow placed on top will be another way to dress up your custard. Can you think of other ways?

BAKED APPLE

(one serving)

1 large apple
2 t. brown sugar
 $\frac{1}{2}$ t. flour

$\frac{1}{2}$ t. butter
Speck cinnamon

Wash and core the apple. Use a regular corer or paring knife. Begin at the stem end and turn the apple around and around, gradually working the core out. Mix the butter and sugar with a spoon, add the flour and cinnamon and pack the mixture into the center of the apple. Put in a hot oven to cook. Baste (pour the juice over) the apple several times and cook until soft. Serve with raisins or nuts in the center or a marshmallow or whipped cream on top.

ROSY APPLES

Peel and core an apple. Put $1\frac{1}{3}$ T. sugar, a speck of salt, and about $\frac{1}{4}$ c. water into a pan and bring to a boil. Set the apple in the syrup, cover, and cook slowly until tender. If you add 1 t. red cinnamon candies to the syrup the apples will be colored red. How could you dress this dessert up for company?

PROBLEMS

1. Find recipes for other desserts suitable for luncheon or supper. Try them and report to class the best ones.

2. Collect pictures and ideas on attractive ways to serve fruit for dessert.

REFERENCES

1. GREER, C. C., *Foods and Home Making*, Allyn and Bacon, Boston, 1928. Study, Chapter XXIV, "Luncheon or supper desserts," pp. 311-326.

SECTION 15—LUNCHES AWAY FROM HOME

Often some members of the family must eat lunch away from home. School cafeterias, restaurants, or the drug store lunch counters may have to supply this meal. In any case, the place should be clean and the food clean and well cooked. The foods

should be chosen to fit with the foods eaten at breakfast and according to the fuel needs of the individual. If this meal must be eaten in a hurry, foods should be chosen with this in mind. Just as too heavy a meal makes one feel dull, too light a meal causes one to feel tired before his work is finished.



Courtesy of Good Housekeeping Institute

A well-packed box lunch

Packing lunches. The lunch that must be carried should be planned carefully. Because of the comparatively small number of foods that can be carried in a lunch box, considerable planning is necessary to keep the lunch attractive, well chosen, and varied. The general plan of the lunch is the same: a main dish (usually sandwiches), something juicy and well flavored (fruit or cold

vegetables), something sweet for dessert (fruit or cookies), and milk to drink. Recipes for sandwiches are given on page 396, for cookies on page 184. Plain cake, raisins, dates, or figs, and sometimes a few pieces of candy are other desserts for the lunch box.

The lunch box. Some people like to carry lunch wrapped in a paper so that there will be nothing to carry home at night. A lunch box fitted with a small thermos bottle will make possible hot drinks in winter, and cold drinks in the summer. Small bottles and jars with tight-fitting lids may be used to hold cooked fruits and vegetables. In any case the box should be made so that it can be kept clean easily, and the food carried in good shape. Tin boxes will need frequent scalding, rinsing with water to which a little baking soda has been added, and an occasional sunning or airing.

Appearance. Packing attractively adds greatly to the appearance of the lunch. Use waxed paper for wrapping sandwiches and fold it neatly in place. Pack soft foods on top and include an occasional surprise. For a touch of color use gay napkins or bright fruit.

PROBLEMS

1. Collect and exhibit different kinds of lunch boxes and equipment which you consider good.
2. Plan and pack a lunch box for: yourself; a boy your own age; a man.
3. Plan a "hurry-up" lunch from foods for sale at the corner drug store.

REFERENCES

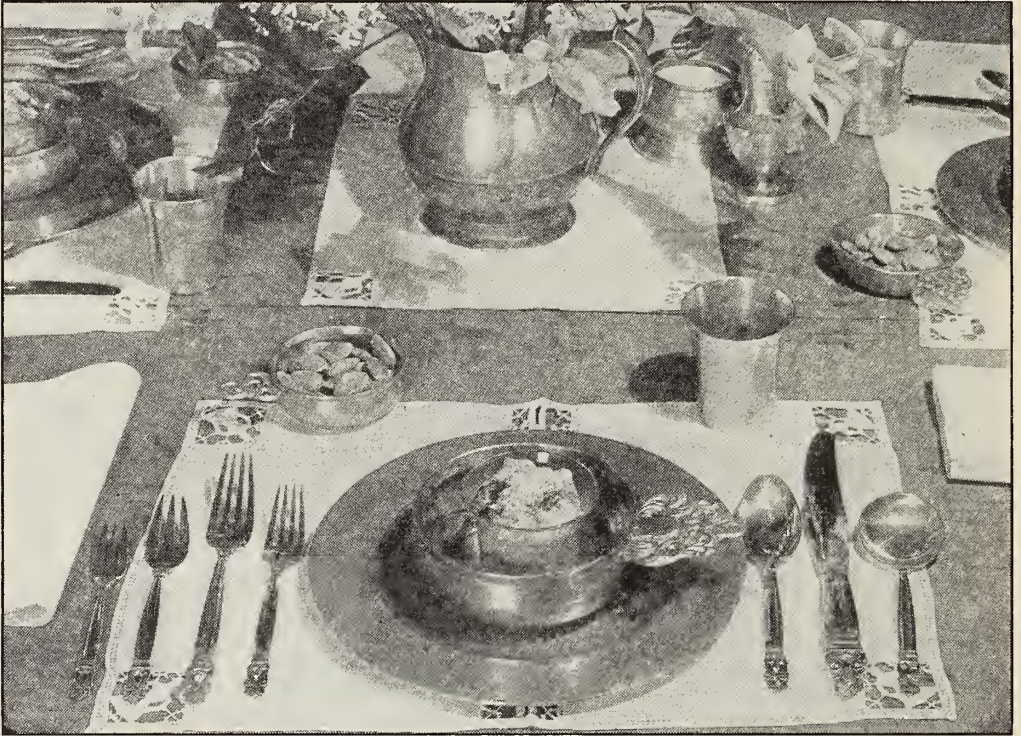
1. HARRIS, J., AND LACEY, E., *Everyday Foods*, Houghton Mifflin Co., Boston, 1927.

SECTION 16—SERVING LUNCHEON OR SUPPER

Preparation. After the menu is decided upon, much of the preparation for serving a luncheon or supper will be the same as that for serving a breakfast. Get together the recipes needed and check them as to amounts. Check stores of food on hand and list the groceries needed. Do not forget to include leftovers in the icebox in the checking. Marketing helps may be found on pages 159-169.

Now plan the work. Some dishes can be prepared in the morn-

ing while the kitchen cleaning is being done. If the oven is to be used, plan to cook several foods in it at the same time. Foods which must be cooked at the last minute can often be partly prepared and placed in the icebox. Everything that can be done ahead of time will lighten those very busy last few minutes which precede the serving of any meal.



Courtesy of Standard Brands, Incorporated

An attractive luncheon table

Setting the table. Small luncheon cloths or sets of doilies are often used on the luncheon or supper table instead of large tablecloths. Gayly patterned dishes like those often used at breakfast may be used for the luncheon table, and plain dishes are always appropriate. Plan definitely to have some attractive color in the cloth, in dishes or glassware, in the centerpiece, or in the food.

Each cover will probably need a plate, knife, fork, one or two spoons, and perhaps a soup spoon and a salad fork. If the salad is served together with the main dish and not as a separate course, the salad fork can be omitted. A salad or a vegetable plate, a bread-and-butter plate, a glass, and a napkin will complete the cover. The soup spoon is placed with the other spoon beside the

knife. The salad fork is placed with the other forks at the left of the plate. Silver is arranged from the outside in in the order needed for the meal. Arrange the whole cover compactly, close but not touching in a straight line about an inch from the edge of the table. The salad plate may be placed near the bread-and-butter plate just above the plate or at the right of the silver. When a bread-and-butter plate is not used, the salad plate may be placed at the tip of the forks. Soup plates are placed on top of the luncheon plates.

Serving. The first course and the beverage may be in place when the family sits down to eat. A serving table or tea wagon which can be placed near the person serving will be a great convenience. The salad or the dessert may be placed on it, and the lower shelf can be used to hold soiled dishes. The hostess or the person serving may ask other members of the group to serve themselves to foods near them, to pass these foods or dishes to others, and to hand her soiled dishes to place on the tea wagon or serving table. The host and hostess may serve part of the foods or these foods may be passed. If a person is serving, the large dish of food together with small dishes and serving silver is placed in front of him. He fills the plates and passes them to members of the group.

If there is no tea wagon or serving table, a member of the family may act as waitress. She leaves her napkin, partly folded, at the left of her place. The rules for serving, removing, and passing dishes are the same as those discussed in serving breakfast. (See p. 132.) A person who is serving should sit conveniently near the door to the kitchen.

Magazine articles, and special etiquette or table-service books will give many suggestions for arranging attractive tables and for serving in more formal ways.

PROBLEMS

1. Score your meal by the score card on page 134. Have you improved since the time you served the breakfast? What special parts are you going to improve next time?
2. Plan and serve a guest luncheon or supper for some special holiday. Remember to plan for seasonable dishes, a color plan, and a reasonable cost for the meal.
3. Plan a luncheon menu for Mrs. Smith who will be ironing all

morning. There are two children, a baby 3 and a girl 7. Make a plan of the work needed so that she can have a maximum of time for the ironing.

REFERENCES

1. *In this book*: Preparing and serving breakfast, p. 130.

SECTION 17—PLANNING DINNER MENUS

What shall we have for dinner? This, usually the biggest meal of the day, is the one on which you will want to spend the most time and thought. It is usually the time when all the family are home and often the time when you entertain. It must be not only an attractive meal, but it must also furnish large amounts of the foods needed by all the members of the family. What foods do people usually have for dinner?

As a first course—soup or fruit or some “appetizer.”

As a main course—meat, potatoes, and gravy, one or two vegetables, and a light salad.

As the last course—a light dessert.

Since the main course is to be a heavy one, use a thin, clear soup rather than a rich cream soup. Collect some recipes for fruit cocktails and try them out. They can be prepared ahead of time and kept cold. Often we do not use a beginning course at all, starting at once with the main course.

Name five or six meats you have seen served. Plan potatoes, and one or two other vegetables to go with the meat. When we studied salads for luncheon, we said there were both light and heavy salads. The light salads will be best for dinner. Choose several to go with the main courses you have planned. Name some desserts that are light, some that are heavy. Suppose you had eaten a big dinner. Which would be better for dessert: mince pie, or grape ice? Plum pudding, or a canned pear with a cookie?

Dinner menus. A few well-cooked and well-flavored dishes will usually be preferable to a long list of much “dressed-up” foods. An occasional out-of-season dish or a special treat will make a good surprise. Do not have two foods prepared in the same way at the same meal, or serve the same food (except bread and butter, etc.) twice in the same day. Try to plan for contrasts in color, texture, flavor, or temperature in the foods used in the dinner menu.

Make a menu for dinner tonight at your home. Before you show it to the class, test it by these questions:

1. What did you have for breakfast and lunch? Does this meal fill all the food needs left by the two others? Do your plans include all members of the family? (See pp. 13 and 112.)
2. Is it an attractive meal? Will the family like to eat it? Besides inviting flavors, does the meal have attractively arranged foods with some color to them? Are favorite dishes included?
3. Is the menu an economical one for your family? Does it plan to use foods you have on hand? Are the foods in season and not too expensive?
4. Will the meal be an easy one to prepare? If not, how can you manage to get the time and skill to prepare it?

The formal dinner. The formal dinner may have one or two extra courses. A tart-flavored fruit or some kind of shellfish with a sauce is often served as the cocktail. A clear soup, bouillon, or consommé served with crackers or croutons, olives, celery, pickles, or radishes makes up the soup course. Meat with potatoes and one other vegetable not so starchy make up the main course. The salad may be served as a separate course or served with the meat course. A light dessert followed by coffee and sometimes cheese and crackers concludes the meal. At home coffee may be served with the main course.

PROBLEMS

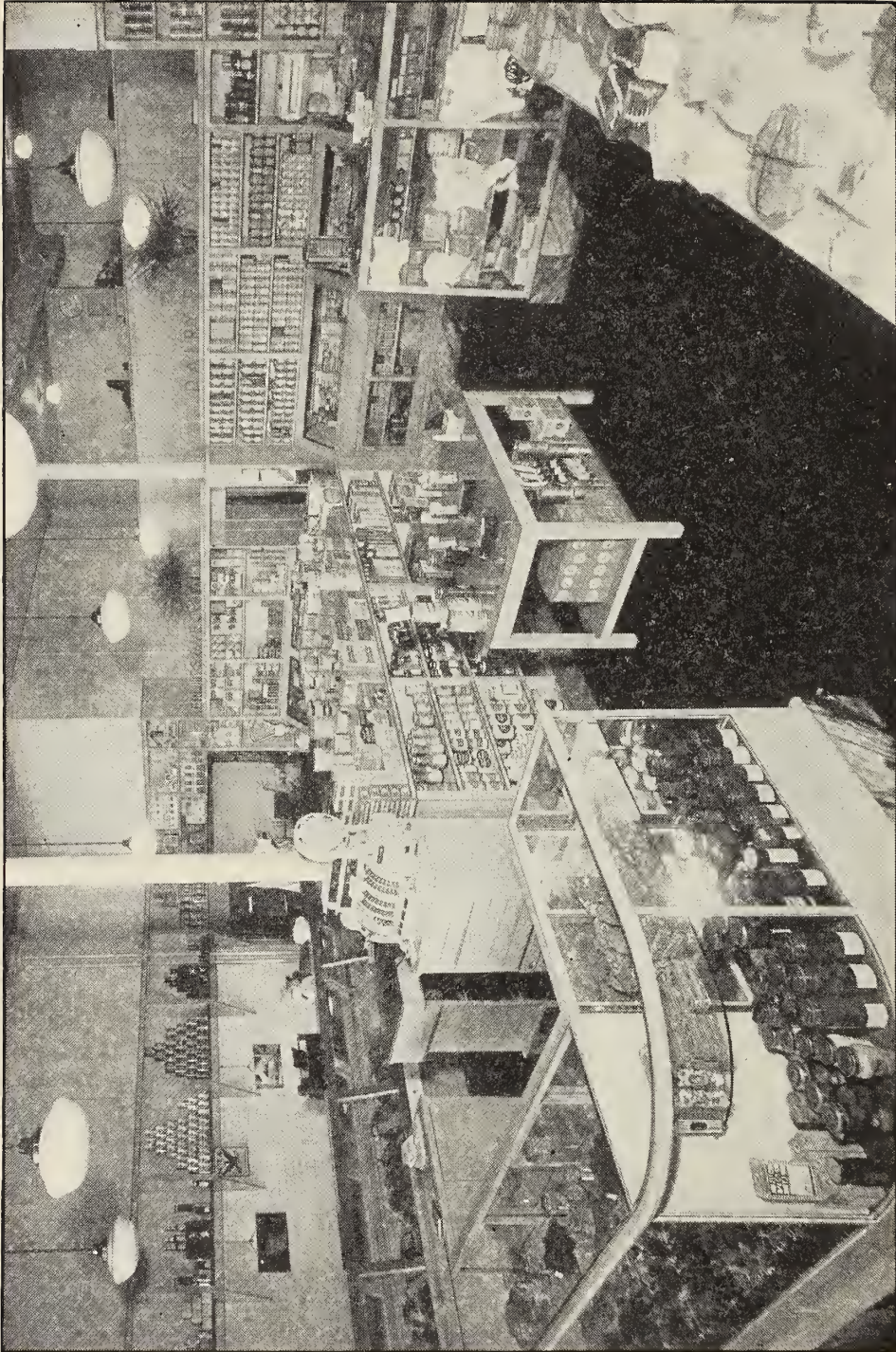
1. Make the grocery list for your dinner menu.
List the things you will have on hand.
List the regular orders you can count on.

REFERENCES

1. ROSE, M. S., *Feeding the Family*, The Macmillan Company, New York, 1930 (third edition). Study "Foods for the family group: menus," p. 224.

SECTION 18—BUYING FOOD

Kinds of stores. What different kinds of grocery stores are there in your town? Some of them carry cheaper grades of groceries, some carry a medium grade, and some carry a great variety including many fancy and expensive groceries. Some of the stores may be "cash and carry" and others "charge and deliver." It costs the "charge and deliver" store more to give you these



Courtesy of Julius Strauss Grocery Company, Louisville, Kentucky

**A clean and attractive grocery store
Note how all foods are kept wrapped or covered.**

services and the extra cost is usually added to the various articles sold. Which type the housewife should patronize will depend on which type suits her needs best. If she cannot leave home to shop in the morning, the convenience of the charge and deliver store will be worth the extra cost. Many cities have curb or farmer's markets.

Besides the type of store, one needs to consider whether the store will give honest weights and measures. An occasional checking by watching the store scales and by reweighing or remeasuring at home is wise. The store should be clean and the food protected from dust, dirt, insects, and animals. Cooked foods should be kept covered, and milk, cheese, and meat kept cold. Workers in the store should be clean and free from disease.

The management of the store should be businesslike. You have a right to expect reliable merchandise, courteous treatment, honest prices, and regular rendering of bills for charge accounts. You should have a list of your needs and be able to choose quickly. Shopping early will insure a good selection of foods from which to choose. Taking too much of the clerk's time at rush hours, being discourteous, and asking too many special favors would be unbusinesslike on your part.

Ordering by telephone. There are times when ordering by telephone is a great convenience. The way you give your order over the telephone and the exactness with which you can give the number, size, or quality you wish will make a great difference in what you receive. Check the groceries when they arrive. If you receive faulty merchandise, return it at once.

Staples. Foods which must be kept on hand at all times, such as sugar, salt, flour, and spices are called staples. Regular checking of the quantities on hand will be necessary. Larger quantities are usually cheaper, but the amounts of staples purchased by different families will depend upon the size of the family, nearness to market, storage facilities, and the amount of money it is considered advisable to invest in food at one time.

Cereals and flour should be kept in a cool dry place in metal, glass, or crockery containers. If weevils or other insects are found in flour, cereal, raisins, etc., throw away all of the infested material and wash and scald the container thoroughly before

putting in a new supply. A clean cupboard with staples carefully stored and labeled will save time and money.

Packages or bulk. Foods packed in small attractive containers cost more than large amounts sold in bulk. Often the packaged article is finer in quality, but it is well to consider whether this quality is necessary for your purpose. Bulk foods which are clean may often be a good purchase.

Foods in season. Foods in season are cheaper than foods out of season. A little study and careful watching of the market will



Courtesy of "Hygeia"

Common sizes of cans

soon show you the best season for various fruits and vegetables.

Sizes of cans. Cans are found in the following sizes:

No. 1—Salmon, fish, vegetables—about $1\frac{1}{3}$ cups—serves 2 or 3 persons.

No. 2—Corn, string beans, peas, fruits—about $2\frac{1}{2}$ cups—serves 4 persons.

No. $2\frac{1}{2}$ —Fruits—about $3\frac{1}{2}$ cups—serves 6 or more persons.

No. 3—Tomatoes—about 4 cups—serves 6 to 8 persons.

Foods bought in the larger cans will usually be less expensive unless one allows some of the foods to spoil.

Brands and quality. There are many different brands of canned foods on the market. Notice the brands you buy and compare qualities. Advertising may be misleading, but experi-

ence will soon teach you a satisfactory brand for your purpose. The quality of canned foods is usually indicated by these words which you may see stamped on the label: ¹

1. "Extra Fancy"—finest quality.
2. "Fancy"—excellent.
3. "Choice" or "Extra Standard"—not so fine as "Fancy."
4. "Standard"—fourth in quality.
5. "Second" or "Substandard"—fifth in quality.

If you were serving slices of pineapple for dessert, you might use any one of the first three grades. If you wished crushed pineapple for a salad, a lower grade would suit your purpose. Refuse to buy canned foods if the tin has a bulging top or bottom. Beware of foods in glass jars that have a bulging metal cover, leakage around lid or rubber, bubbles of gas inside the jar, or discolored food inside. When a can is opened the air should rush in and there should be no bad odor or corrosion of the can.

Fruits and vegetables. The best time to shop for fruits and vegetables is early in the day. Most stores get their fruit and vegetable supplies before nine o'clock in the morning. What are some other reasons for shopping early? If you are to buy fruits and vegetables satisfactorily, you must know exactly what to look for. As a general rule there should be no spoiled, broken, or cut places anywhere on the fruits and vegetables you buy. Additional hints are given below:

HINTS FOR BUYING FRUITS AND VEGETABLES

<i>Apples</i> —mellow but firm, white, cream, or yellow underneath, about 2½ in. in diameter, suited to my purpose	<i>not</i> small, misshapen, green, or unsuited to my purpose
<i>Asparagus</i> —tender, crisp	<i>not</i> tough and woody
<i>Berries</i> (other than strawberries)—ripe but sound and firm with no hulls attached	<i>not</i> green with hulls on, hard, or soft with juice-stained boxes
<i>Strawberries</i> —large, firm, red, with caps on	<i>not</i> green or white, without caps, soft with juice-stained boxes
<i>Cabbage</i> —heavy, clean core, crisp crinkly leaves	<i>not</i> light with soft discolored core and dark veins
<i>Cantaloupe</i> —thickly-netted golden yellow skins, stem off, rich aroma, firm but not hard	<i>not</i> thinly-netted green skins, hard with no or poor aroma

¹ A, B, and C grade labels with other useful information are now being urged by many consumer groups.

<i>Carrots, beets, turnips, radishes—</i>	<i>not</i>	large, uneven in shape, withered, flabby, or pithy
medium size with smooth, solid, well-formed roots		
<i>Cauliflower—white, solid</i>	<i>not</i>	loose “ricey” heads, discolored or spotted
<i>Celery—crisp, well-whitened, well-formed</i>	<i>not</i>	green, tough, poorly formed
<i>Corn—plump, tender, milky kernels on well-filled ears</i>	<i>not</i>	few kernels on the cob or kernels small and not filled or old and tough
<i>Cranberries—medium to large, rich red color, solid springy</i>	<i>not</i>	small, soft, spotted
<i>Grapefruit—heavy, smooth-skinned, well-shaped</i>	<i>not</i>	light, pear-shaped with tough, coarse skin
<i>Grapes—large compact bunches</i>	<i>not</i>	straggly bunches with berries of irregular size
<i>Lemons—heavy, smooth-skinned, well-shaped</i>	<i>not</i>	light, dull, scarred, misshapen
<i>Lettuce (head)—firm with crisp, tightly-wrapped leaves with no red stains</i>	<i>not</i>	soft, loosely formed, light in weight with dirty leaves and red spots
<i>Onions—close-textured with crackly skins and thin necks</i>	<i>not</i>	soft, spongy with thick necks and root or top growth
<i>Oranges—firm, sound, heavy with smooth, thin skins</i>	<i>not</i>	light in weight, rough with thick skins
<i>Peaches—well-rounded with rich color, creamy or yellow underneath, well-formed</i>	<i>not</i>	small, flattened with green or blotched skin
<i>Pears—fairly firm, well-developed, smooth skins, good texture in meat, few seeds</i>	<i>not</i>	soft, woody, ill-shaped, or discolored
<i>Peas—large pods, brittle and well-formed, good color</i>	<i>not</i>	tightly filled pods, thin or tough
<i>Pineapple—slightly soft with good aroma, size suited to needs</i>	<i>not</i>	green or overripe, long and tapering
<i>Potatoes (white)—smooth-skinned, well-shaped, easily peeled with little waste</i>	<i>not</i>	small, misshapen, blemished
<i>Potatoes (sweet)—smooth, spindle-shaped, firm</i>	<i>not</i>	slender, crooked, wrinkled, withered
<i>Spinach—dark green, crisp, free from dirt</i>	<i>not</i>	yellowed leaves with weeds, sand and woody stalks
<i>String beans—fresh, tender and crisp enough to snap easily, good color</i>	<i>not</i>	old enough to have pods that show big beans inside
<i>Tomatoes—firm, glossy red with solid meat, well-formed, size appropriate to use</i>	<i>not</i>	soft, poorly colored or blotched, too large or too small

Meats. When purchasing meat the housewife is mostly concerned with two things: first, the type of meat to buy; and, second, securing a good quality of the type decided upon. She has to decide whether to buy beef, veal, lamb, pork, etc., whether she will buy meat that has not been Government inspected, and the quality and cut to select.

Government inspection. Meat shipped from one state to another is stamped by the Government, certifying that the animal was sound and wholesome.



Courtesy of U. S. Dept. of Agriculture

Grades of meat. Meat is also carefully graded as to the quality of the carcass as a whole. From seven to ten grades of beef are recognized, ranging from *prime* and *choice*, which are the finest qualities, to those used chiefly for canning, sausage, and dried beef. Medium qualities make

A United States government meat inspection stamp

The stamp certifies that the animal was sound.

up the bulk of the meat trade. Often the less tender cuts from an animal of excellent quality are preferable to the tenderest cuts from animals of poorer quality. Various cuts of beef are shown on page 166. In general, the better the quality and the more tender the cut, the more expensive the meat will be. The quality and cut that a housewife buys will depend somewhat upon how much money

she is to spend. It will also depend upon the time she can spend preparing the meat. Considerable money can be saved by purchasing the less tender cuts and cooking them longer, and with no loss in food value. Whether the housewife shall buy beef, veal, lamb, pork, etc., will depend upon



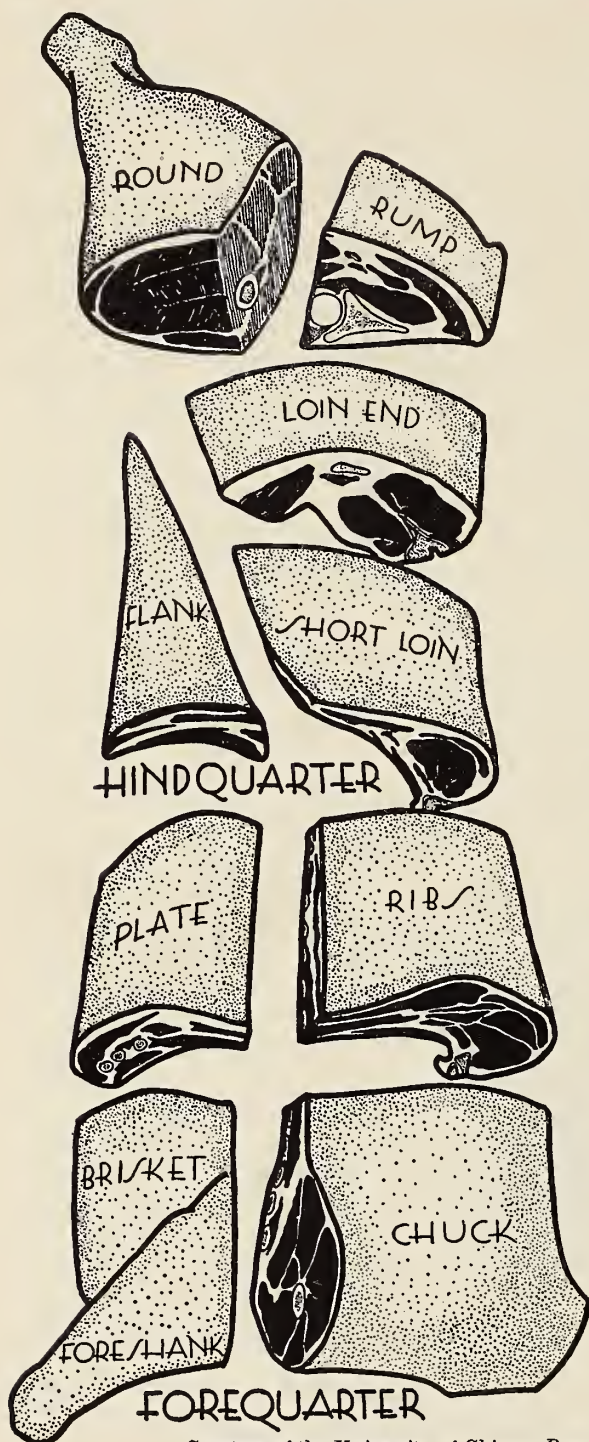
Courtesy of National Live Stock and Meat Board
Porterhouse steak

such factors as relative costs, individual preferences, season of the year, dietary needs, and the necessity of varying the menu.

Cuts of beef:

1. *Short loin.* This is the tenderest and most expensive cut. From it come Porterhouse, T-bone, and club or Delmonico steaks.

2. *Loin end.* Sirloin steaks come from this cut. Those nearest the rump contain the most bone and are least desirable.



Courtesy of the University of Chicago Press
From Halliday and Noble: "How and Whys of Cooking"
(Revised Edition), 1933

Wholesale cuts of beef, Chicago style
Note the position and appearance of each cut.

3. *Rib.* This cut is used mostly for roasts. The choicest roasts come from the end nearest the loin. The thinner portion of this cut (that nearest the *plate*) is often boned, rolled, and tied. It is then called "rolled rib roast."

4. *Rump.* This cut is usually used for braised steaks and pot roasts.

5. *Round.* Steaks nearest the loin are often tender enough to be cooked by dry heat. Other parts are used for steaks that are to be cooked with moist heat, for pot roasts or stews. The shank of the round is used for soup.

6. *Chuck.* The end nearest the ribs is tenderest and is sometimes used for steaks. The rest is used for pot roasts and stews.

7. *Foreshank.* Cuts from the foreshank are used for soup. The part nearest the *chuck* is sometimes used for pot roasts.

8. *Flank.* The innermost layer of lean is pulled off and sold as flank steak. The rest of the flank is used for soup and stew.

9. *Plate.* "Short rib" roast comes from the part nearest the ribs. The rest is used for soup, stews, etc.

10. *Brisket.* Pot roasts may be cut from that nearest the *plate*. The rest is used for ground meat, soup, stews, etc.

Quality of beef. In choosing a good quality of beef, look for:

1. *Bright red color.* In general, good quality of beef has a bright

red color soon after being exposed to the air. Meat from an old or poor quality animal is a dark reddish brown.



Courtesy of National Live Stock and Meat Board

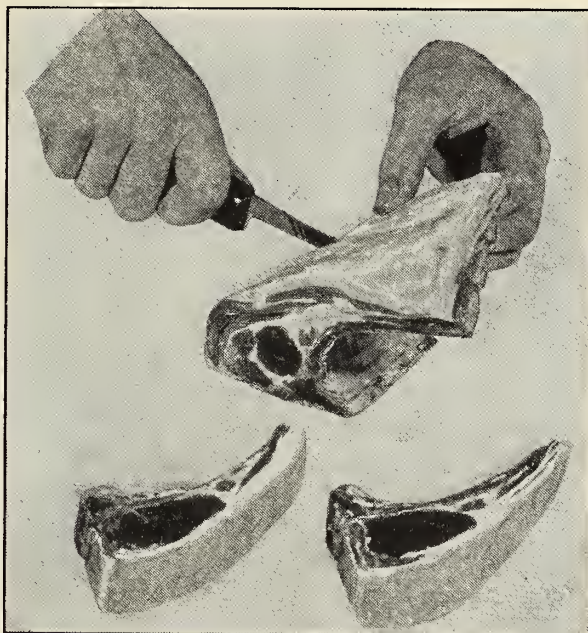
Lamb chops (loin)

2. *Firm, smooth texture.* The lean meat is firm with a smooth shiny surface. It holds its shape well and is not flabby or watery-looking.

3. *White, crumbly fat.* The fat is scattered through the lean in small spots or in a delicate network. In finer grades this fat is white or cream-white and crumbles easily. In medium and poor grades it is slightly yellow and inclined to be soft.

4. *Little connective tissue.* Connective tissue looks a little like fat, but is more compact and more shiny on its surfaces. Cuts of meat that are to be cooked by dry heat (as broiled steaks) should contain very little connective tissue. Those which are to be cooked by moist heat for a long time (as braised steaks and pot roasts) may have more connective tissue and still yield a tender product.

5. *Little waste.* Cuts of meat which will furnish large slices of lean meat cut across the grain (that is, across the muscle fibers) are more desirable than cuts containing large amounts of bone so placed



Courtesy of National Live Stock and Meat Board

Lamb chops (rib)

that it is difficult to cut servings of meat from them. Bone from a young animal is soft and has a reddish tinge; that from an old animal is hard and white.

Other meats:

1. *Veal*. Good veal is firm in texture and a dull pink in color. Steaks cut from the leg of veal (like the round steaks in beef) are called veal cutlets. Slices from the loin are called loin chops. Slices from the rib section are called rib chops and larger pieces from this section may be used for roasts.



Courtesy of National Live Stock and Meat Board
A crown roast of lamb

2. *Lamb*. Lamb is a bright dull pink with pink bones. Mutton is darker than lamb and has white bones. Slices from the rib, loin, and shoulder are called rib, loin, and shoulder chops (not steaks) as in beef.

3. *Pork*. Good pork is fine-grained, light in color, firm, and has a large amount of fat. Many cuts of pork may be bought fresh or cured, that is, treated with salt and other substances. When a leg of pork

is cured, it is known as ham. The shoulder, when cured, is known as picnic shoulder or picnic ham. Fatty sections along the sides are cured and sold as bacon.

Milk and cream. In buying milk the factors discussed on pages 118 and 119 should be kept in mind. Cream should be purchased with the same care. The two most common grades of cream are light or coffee cream, and heavy or whipping cream.

Butter. Butter should be kept cold and away from strong odors. You may buy butter directly from a dairy, or buy creamery or country butter from a store. Creamery butter is usually more uniform in grade than country butter. Butter should have a clean, sweet, fresh odor and flavor, a good body or texture, and the amount of salt and color you prefer.



Courtesy of National Live Stock and Meat Board
Shoulder arm pot roast

Eggs. Eggs for most purposes should be strictly fresh and always free from objectionable odors and flavors. (See p. 127.) Cold-storage eggs are used mostly in general cooking. Eggs are graded in the market according to freshness, cleanliness, size, crack, and color. Dried and canned eggs are often used by food manufacturing companies.

Frozen foods. A recently developed quick-freezing process makes possible the preservation of many fruits, vegetables, and meats so that they are available at any time of the year. Some producers use small portable freezing units to freeze fruits soon after they are picked so as to maintain their freshness and flavor. Frozen foods should be placed in the home refrigerator so that they will defrost slowly. Too rapid defrosting seems to injure the flavor of some frozen fruit juices. Canned and frozen grapefruit juice, and frozen orange juice are good sources of vitamin C, but rapidly become poorer if the fruit juice is allowed to stand in the air after opening or thawing. After defrosting, the foods should be used promptly, as foods that have been frozen spoil quickly after defrosting.

PROBLEMS

1. Pretend you are giving your grocery order by telephone, so that the class may see just how you would do it. Let one girl be the storekeeper and another the housewife. Pretend there is a complaint to make about goods previously delivered.

2. Buy a ten-cent package of macaroni and ten cents worth of bulk macaroni. Weigh them. Cook them and see if the other members of the class can tell the difference. Which gives you the most for your money?

3. Get together an exhibit of different sized cans of canned foods. List all the label marks indicating quality.

4. Visit several stores. Ask the storekeeper's permission first. Make a list of the things you will want to notice. The storekeeper may give you some helps about buying.

5. Visit a fruit and vegetable store. Ask the storekeeper to show you some good and poor vegetables and fruits. See if you can pick the best ones before he tells you.

REFERENCES

1. *In this book:* Buying eggs, p. 127; Grades of milk, p. 118; Salad greens, p. 143; Flour, p. 185.

2. AMERICAN FRUIT GROWERS, INC., *Blue Goose Buying Guide*, Pittsburgh, Pa., 1928.

3. HALLIDAY, E. G., AND NOBLE, I. T., *How to Buy Beef* (a set of 48 charts), University of Chicago Press, 1933, price 75¢.

SECTION 19—COOKING MEATS AND MEAT SUBSTITUTES ¹

There are two general ways of cooking meats: 1. By dry heat, as with steaks and roasts; 2. By moist heat, as with braised steaks, pot roasts, and stews. These terms should be kept in mind while studying and following the directions below.

BROILED STEAKS

Club, T-bone, and Porterhouse steaks from the short loin, sirloin steaks from the loin end, and ribs 6 to 12 can be broiled successfully.

When cooked in a broiler: Heat the broiler to 450° F. a few minutes before using. Place the broiler about 4 in. below the flame. Oil the broiler rack by rubbing with a piece of meat fat. Put the steak on the rack and cook it about 9 to 13 min. When half done, pull the broiler part way out and sprinkle the meat with half the salt that is to be put on the steak. Turn and finish cooking. Put on the other half of the salt and remove to a hot platter. A small piece of butter may be placed on top of the meat before serving. The meat may be tested for "doneness" by cutting a small gash along the edge of the bone, bending the meat back and noting its color.

When cooked in a pan in the oven: Heat the oven to 450° F. Grease a hot skillet with a piece of meat fat. Put the steak in the skillet and brown 1½ min. on each side. Salt, place a rack under the meat, salt the other side and place the steak in the oven to finish cooking. Turn when half done.

When cooked in a pan on top of the stove: Brown in hot skillet as described above. Place rack under meat, lower the heat and finish cooking. Watch constantly so that the meat cooks quickly but does not scorch.

BRAISED STEAKS

Use the steak part of the round, the shoulder-arm part, the chuck ribs, or the rump cut about $\frac{3}{4}$ in. thick. Pound the meat with a meat hammer or the edge of a heavy plate until it is about $\frac{2}{3}$ as thick as at first. Roll in a mixture of 2 T. flour and 1 T. salt. Grease a hot skillet. Brown or sear the meat 1½ min. on each side. Place a rack under the meat. Add $\frac{1}{4}$ c. water, cover, and cook very slowly for 45 to 60 min. or until the meat is tender. Add more water in small amounts as needed.

ROASTS

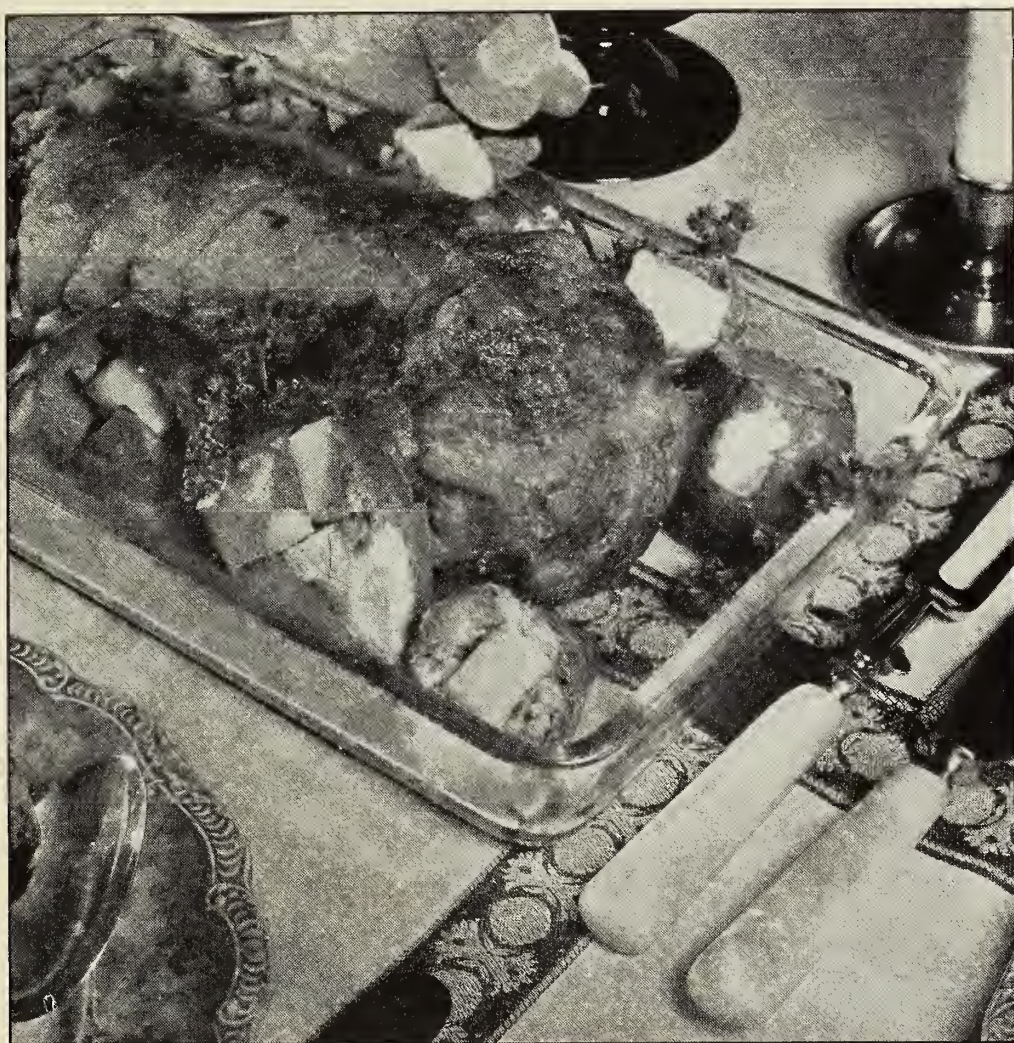
Cuts from the rib and the loins make good roasts. Parts of the central part of the round, and part of the rump near the loin, may also be used. Rub the cut edges of the meat with a mixture of 1 T. flour and 1 T. salt. Place the meat, fat side up, in a shallow pan. Cook 15 min. in a hot oven (500° F.), then lower the temperature (to 300° F.) and continue the roasting. It will take about 16 min. for each pound of meat for rare beef, 22 min. to the pound for medium, and 30 min. to the pound for well-done meat. If the meat is roasted with a meat thermometer in it to tell when it is done, stop roasting when the ther-

¹ Directions for cooking beef were arranged from: Halliday, E. G., and Noble, I. T., *How and Whys of Cooking* (revised edition), University of Chicago Press, Chicago, Ill., 1933, pp. 213-229.

momometer reads 61° C. (142° F.) for rare beef, when it reads 68° C. (154° F.) for medium beef, and when it reads 75° C. (167° F.) for well-done beef.

POT ROASTS

Some cuts for pot roast are: all parts of the chuck (except neck and knuckle bone), the rump, the bottom of the round, the heel of the round, the front section of the brisket, the short rib, and the top part of the fore shank.



Courtesy of Corning Glass Works, Corning, N. Y.

A roast with baked potatoes

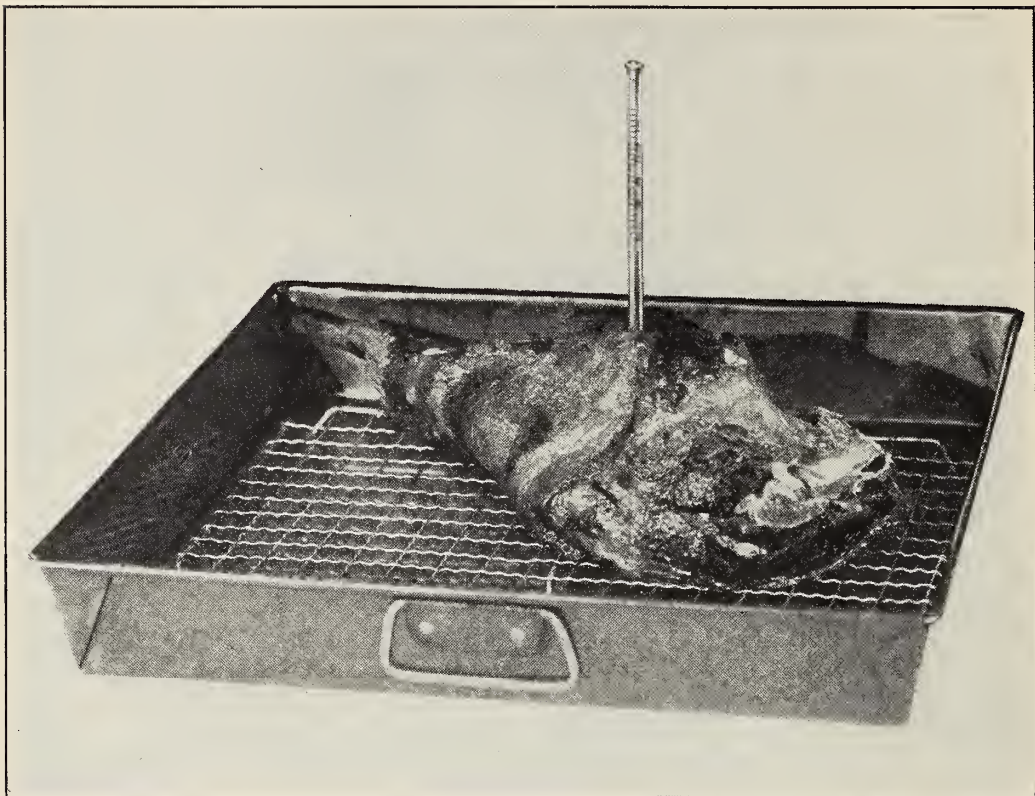
The potatoes have been cut open and buttered for serving.

Pot roasts are like braised steaks and may be cooked on top of the stove or in the oven. Roll the meat in a mixture of 1 T. flour and 1 T. salt. Brown it about 5 min. in about 2 T. hot fat. Place a rack under the meat. Add $\frac{1}{4}$ c. water, cover, and cook very slowly until tender. More water may be needed, but use only a little at a time.

BEEF STEW

Cuts from the heel of the round, and the lean of the neck, top section of the fore shank, and brisket may be used for stews. For about 2 c. of stew, use $\frac{1}{2}$ lb.

lean meat from any of these parts. Cut the meat into small pieces, brown in hot fat, and cook very slowly in 3 c. water in a tightly covered pan for $3\frac{1}{2}$ to 4 hrs. Then add about $\frac{1}{4}$ t. salt, more water if needed, 1 small potato cut in cubes, 3 medium-sized carrots cut in small pieces, and 1 slice onion. Cook 20 min. Dumplings may be added to this stew if desired.



Courtesy of Taylor Instrument Companies

A meat thermometer

DUMPLINGS

Use the biscuit dough recipe and enough water to make drop biscuits. (See p. 149.) Drop the dough by spoonfuls into the hot stew. Put on the lid and cook 10 to 15 min., depending upon how large the dumplings are. Do not lift the lid while the dumplings are cooking. Six times this biscuit dough recipe is enough for six persons.

MEAT CAKES (one serving)

$\frac{1}{2}$ c. ground meat
2 T. water

$\frac{1}{4}$ t. salt
Few grains pepper

Mix the ground meat, water, salt and pepper, and let stand 5 min. Shape into cakes, pressing firmly into shape. Heat a frying pan, grease it with meat fat or cooking fat. Sear the cakes on both sides, then turn down the flame and finish cooking, turning several times. Water or tomato juice may be poured over these cakes, the pan covered and left for a long slow cooking. Four times this recipe (1 lb. meat) will yield from 6 to 8 servings.

MEAT LOAF

(one serving)

$\frac{1}{4}$ beaten egg	$\frac{1}{2}$ c. ground meat	$\frac{1}{2}$ t. salt
2 T. water or tomato juice	$\frac{1}{4}$ c. bread crumbs	Few grains pepper
	$\frac{1}{4}$ slice bacon	

Beat and divide the egg, add the water, then the meat, bread crumbs, salt and pepper. Mix well. Shape into a loaf. Grease a small cake or bread pan with bacon and place the loaf in the pan. Put the bacon on top of the loaf and bake in a hot oven (450° F.) for 25 to 30 min. Four times this recipe (about 1½ lb. meat) will make nine slices.

BREADED PORK CHOPS

(one serving)

1 pork chop	$\frac{1}{4}$ c. cracker or bread crumbs
$\frac{1}{4}$ beaten egg	2 T. water or milk
$\frac{1}{8}$ t. salt	

Beat and divide the egg. Add the water or milk and the salt. Dip the chop in the egg mixture and then roll in the cracker crumbs. Brown in hot fat in a frying pan. Then add $\frac{1}{2}$ c. water, cover and set in the oven to finish cooking.

GRAVY

(enough for four persons)

4 T. fat from roasting pan	$\frac{1}{8}$ t. pepper
5 T. flour	$\frac{3}{4}$ t. salt
1½ c. boiling water or hot milk	

Remove some of the fat from the roaster, leaving 4 T. Set the pan on top of the stove. Stir the flour into the hot fat. When smooth and brown, add the hot water or milk slowly. Cook 5 min., season, and serve.

Meat substitutes. Because of its high price and because it sometimes causes digestive troubles, many people believe that we eat too much meat. There are several foods which may be used in place of meat as a main dish for dinner, such as: Baked Fish, Salmon Loaf, Kidney Bean Stew, Cheese Fondue, and Cheese Souffle. Under *Main dishes for lunch and supper* (pp. 137-146) you will find other recipes for foods which may be used as substitutes for meat.

SALMON LOAF

(one large serving)

$\frac{1}{2}$ c. salmon	$\frac{1}{4}$ c. bread crumbs
$\frac{1}{4}$ beaten egg	$\frac{1}{4}$ T. butter
$\frac{1}{4}$ c. milk	$\frac{1}{4}$ t. salt

Remove bones and skin from fish, mix the fish with the bread crumbs. Add the salt and pepper, milk and beaten egg. Mix all together. Pour into a buttered pan or baking dish and bake $\frac{1}{2}$ hr. Use four times this recipe (1 lb. can salmon) for six persons.

CHEESE FONDUE

(one serving)

$\frac{1}{2}$ c. hot milk	$\frac{1}{8}$ t. salt
$\frac{1}{2}$ c. bread crumbs	1 egg
1 t. butter	$\frac{1}{3}$ c. grated cheese

Mix the milk, bread crumbs, butter, salt, and cheese all together. Add the beaten yolk. Beat the white and then fold into a mixture lightly. Pour into a buttered baking dish and cook 20 min. in a moderate oven. When done, it should be firm and lightly browned on top.

KIDNEY BEAN STEW

(one serving)

$\frac{1}{4}$ c. kidney beans	$\frac{1}{2}$ T. bacon fat
1 slice onion	Few grains pepper
$\frac{1}{2}$ T. rice	$\frac{1}{4}$ t. salt
$\frac{1}{2}$ c. cooked tomatoes	

Soak the beans overnight in cold water. Pour the water off, cover with fresh water and cook until the beans are soft. Then add the tomatoes, onion, rice, salt and pepper, and cook until the rice is soft. Stir in the bacon fat. A teaspoonful of grated cheese may also be stirred in and melted.

PROBLEMS

1. Bring your favorite meat recipes to class.
2. Visit a butcher shop and ask the butcher to show you different cuts of meat. Watch what meats the customers buy and tell how they should cook them.
- 3 Compare the cost of a serving of several meats and of several meat substitutes.

SECTION 20—COOKING VEGETABLES FOR DINNER

Potatoes. When we cooked vegetables for lunch, most of them were creamed or scalloped to make them rich enough for a luncheon main dish. With a heavy meal like dinner this will not be necessary. Most dinner menus have potatoes and one other vegetable which is not so starchy.

MASHED POTATOES

Scrub and peel 1 medium-sized potato. Put in a kettle or saucepan, cover with boiling, salted water (use 1 t. salt to 7 potatoes), boil until soft. Drain and put through a ricer or mash until all lumps are gone. Add $\frac{1}{2}$ t. butter, a speck salt and pepper and 1 T. hot milk. Mix thoroughly, and beat with a fork or spoon until creamy. Serve in a hot dish and garnish with butter, pepper, or parsley.

BAKED POTATOES

Choose potatoes that are all about the same (medium) size and have smooth skins. Scrub well, dry, and rub the skins with lard or butter or bacon grease. Place on the rack in the oven. Bake in a moderately hot oven until tender

when tested with a fork. Allow 50 to 60 minutes for baking potatoes. Cut across the top, spread open a little and serve hot with a bit of butter on top.

The baked potatoes may be cut in half and the pulp scraped out, mashed with butter, hot milk, salt and pepper, and then put back into the skins. The tops may be garnished with a dash of paprika or a grating of cheese. Return to the oven to brown. Serve hot.

POTATO CAKES

From cold mashed potatoes make little cakes. Roll in flour and brown in hot fat in a frying pan. Turn carefully, as the cakes break easily. Would it be easier to shape the cakes before the potatoes get cold?

Other vegetables. It has been found that green vegetables should be cooked with "the lid off" in a small amount of boiling water for the shortest possible time.¹ Much water is often used on onions and cabbages and thrown away because of the strong flavor. What do we lose when we throw away the juice from cooked vegetables? (See p. 96.) If you had more juice than you wished to serve with the vegetable, can you think of any way to use it?

BUTTERED CARROTS

(one serving)

$\frac{1}{2}$ carrot
1 t. butter

Pinch salt
Few grains pepper

Scrub the carrots with a brush and wash well with water. Scrape lightly. Cut in quarters the long way and then slice across. Thin slices will cook faster. Put in a saucepan and add water about an inch deep. Cook until tender—when you can cut them easily against the side of the pan with a fork. Most of the water should be gone. Now add the butter, salt, and pepper. When the butter melts, serve in a small saucedish.

SPINACH

(one serving)

$\frac{1}{4}$ lb. spinach (about a small handful)
 $\frac{1}{4}$ t. salt

Speck pepper
 $\frac{1}{2}$ t. butter

Wash spinach carefully. Place in stew pan without water (except what clings to the leaves). Cook slowly until the leaves shrink down and are tender (8 to 10 minutes). (How can you test tenderness?) Then add the salt, pepper, and butter. Mix well and serve (add 1 t. vinegar if you like). Some people like this amount of spinach cooked with $\frac{1}{8}$ slice of bacon, and others like it served with slices of hard-cooked egg.

PEAS

Shell and wash. Cover with water and cook 25 to 30 minutes. Add 2 T. butter, pinch of salt, and serve with the juice in which they were cooked.

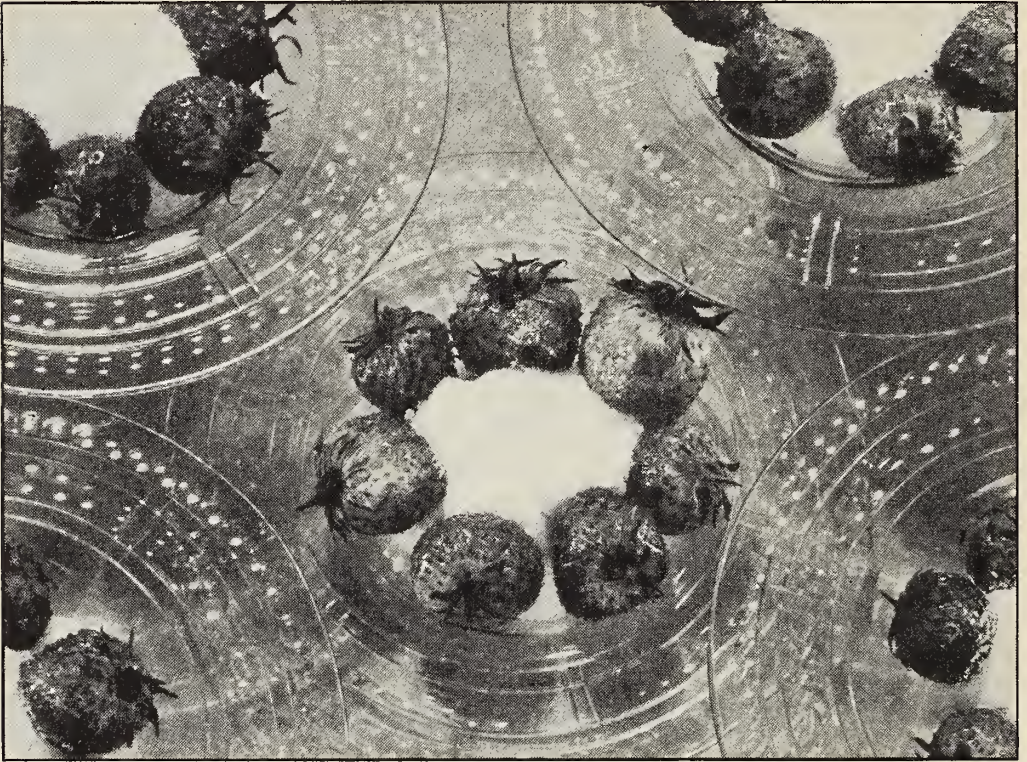
BEETS

Cut the leaves off a little above the root. Scrub well. Cover with water and cook until soft. Rub skins off in cold water. Served with melted butter.

¹ Halliday, E. G., and Noble, I. T., *How's and Whys of Cooking* (revised edition), University of Chicago Press, 1933, pp. 1-25.

PROBLEMS

1. Cook mashed potatoes for dinner tonight. See how fluffy you can make them.
2. Make the leftover potatoes into potato cakes. Bring your favorite recipe for using leftover cooked potatoes. Exchange with the other girls and see how many new ideas you can get.
3. Make a recipe for creamed carrots, creamed peas. (See p. 142.)



Courtesy of "The Delineator"

Strawberries arranged for serving

4. Make a recipe for cooking one vegetable you have not cooked before, as creamed celery. How would you prepare it for cooking? How much water would you use? How would you know when the vegetable was done? How would you estimate how much white sauce you would need?

SECTION 21—SALADS AND DESSERTS FOR DINNER

With a heavy dinner menu, use light salads. Find recipes for three salads which will be good ones to serve at dinner. These may be served as a separate course with a wafer of some sort, or served with the main course.

Dinner desserts like luncheon desserts are usually chosen with

the other foods in the menu in mind. If you have several starchy foods like macaroni, potatoes, and bread, you should not serve rice pudding for the dessert. Name several fruits which may be served for dessert. How do you serve them—hot or chilled? With or without cream? With a cookie or wafer?

RICE PUDDING (one serving)

$\frac{1}{2}$ c. milk or milk and cream
3 T. rice
3 T. seeded raisins

$\frac{1}{4}$ c. water
2 T. sugar
 $\frac{1}{4}$ egg (well beaten)

Wash the rice and look over the raisins. Mix all ingredients together, place in a baking dish, and bake in a moderate oven 20 to 25 minutes (30 to 45 for a larger amount such as four times this recipe) or until the rice is soft. Serve with thin or whipped cream.

Gelatin desserts. Commercial gelatin comes colored and flavored and needs only to have hot water added to it. What is your favorite way of serving it? There is also a prepared gelatin which must have the flavoring added to it. Find some gelatin like this. One tablespoonful of granulated gelatin will stiffen about 2 cupfuls of liquid. Which kind would you use to make a special flavor? Compare the costs of the two kinds. Here are some ways to serve gelatin:

1. Plain, with or without fruit garnish, put into dish by spoonfuls or molded. Loosen edges of mold with point of a paring knife, dip into hot water a second, and turn on a plate. May be served with cream or custard sauce.

2. Plain, cut into cubes before serving.

3. With fruits cut into small pieces and added when gelatin is thick enough not to float them—oranges, apples, cooked pears, peaches, leftover canned fruits.

4. Plain gelatin whipped or with beaten egg whites or whipped cream folded in just before gelatin hardens.

To whip gelatin: Wait until it is as thick as rich cream, then beat it with an egg beater. A layer of the plain gelatin and then a layer of the whipped gelatin make an attractive mold.

ORANGE CHARLOTTE (one serving)

$\frac{2}{3}$ t. gelatin
1 t. cold water
 $1\frac{1}{2}$ T. boiling water
 $1\frac{1}{2}$ T. sugar

1 T. orange juice
1 t. lemon juice
1 egg white

Soak gelatin in the cold water, add the boiling water, sugar, orange and lemon juice, and strain the mixture. When quite thick, fold in the stiffly beaten whites of eggs, and pour into cold wet molds. Put on ice to harden. When firm, dip outside of mold into warm water quickly, loosen edges of gelatin with a small knife, and turn on a plate. Serve with boiled custard. Pieces of sponge cake or lady fingers may be put around the outside edges of the mold before pouring in the gelatin mixture.

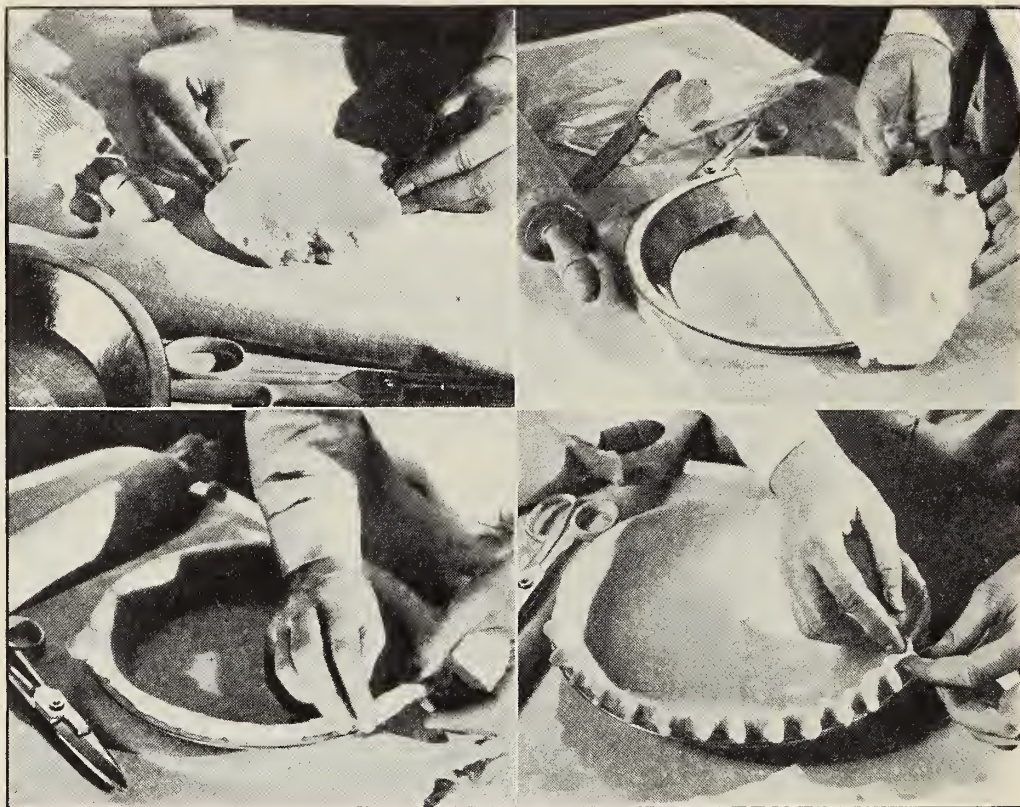
LEMON JELLY

(one serving)

2 t. gelatin
 $\frac{1}{6}$ c. cold water
 $\frac{2}{3}$ c. boiling water

$\frac{1}{3}$ c. sugar
 $\frac{1}{6}$ c. lemon juice
 Rind of 1 lemon

Soak the gelatin 5 minutes in cold water. Then pour in the boiling water, add sugar, lemon juice, and grated rind. Strain and pour into molds to harden.



Courtesy of General Foods Corporation

Steps in making a single-crust pie

1. Place pastry dough on board and roll out.
2. Fold dough in half, place in pan.
3. Lay the folded half back into place.
4. Pinch in a fancy rim.

Special desserts. Although they are rather heavy, pie and cake are favorite desserts. Here are the ingredients for pie dough or pastry. See if you can tell how to mix them. (Turn back to page 149 and read the directions for making biscuits.)

PIECRUST

(enough for one crust for one small- to medium-sized pie—two servings)

$\frac{1}{2}$ c. flour
 2 T. shortening
 $\frac{1}{6}$ t. salt

$\frac{1}{3}$ t. baking powder
 A few T. of cold water

Sift together the flour, baking powder, and salt. Blend the fat with the mixture, using the tips of the fingers or knives, etc. Stir in only enough water to

make a stiff dough, pat the dough into a ball and turn on a lightly floured board. Pat out the dough and then roll it first on one side and then on the other, keeping it as round as possible and about $\frac{1}{4}$ -inch thick.

Butter is an excellent shortening but it is expensive. Lard or a vegetable fat is more commonly used. Many fine cooks keep all ingredients for pastry quite cold. How would you get each ingredient chilled? Which method of blending the fat do you like best? Why?



Courtesy of Corning Glass Works, Corning, N. Y.

A lemon pie with a meringue (egg whites beaten stiff and sweetened and flavored, piled on top of the pie, and browned in the oven)

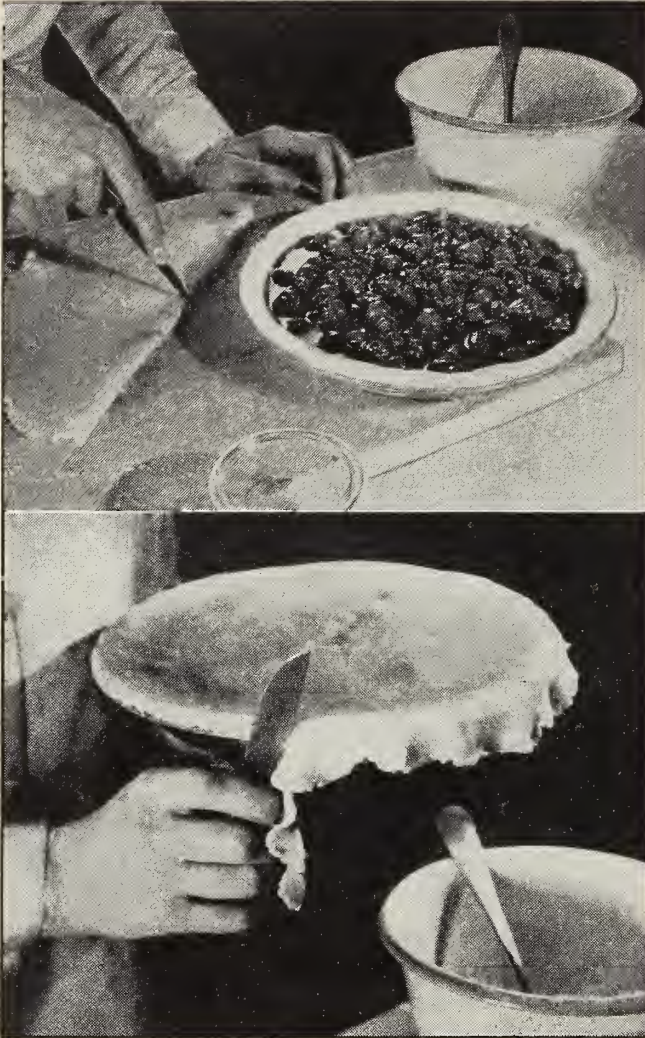
ONE-CRUST PIE

Lift one edge of the pie dough and fold it over halfway. Now lift the center fold and slide under it the lightly floured pie tin. Lay the folded edge back against the pie tin and push the pastry down into the shape of the pan. Lift the pie tin with one hand underneath to hold it, and trim off the extra crust, holding the knife underneath the edge of the crust. This gives a bit longer crust so that it will not shrink back from the tin when it is cooked. Now pinch the edge of the piecrust or mark it with a fork all the way around the edge. Make some holes with the tines of a fork in the piecrust so that it will not hump up when it is baked.

If the filling cooks quickly, pour it into the piecrust and cook them together. Custard pie and pumpkin pie are cooked this

way. If the filling stands in the piecrust a long time before cooking, the crust becomes soggy.

Some one-crust pies have the filling and crust cooked separately. Then the pie dough is often baked over the back of the



Courtesy of General Foods Corporation

Steps in making a double-crust pie

1. Place fruit in crust. Cut a few slits in the top crust.
2. Put on top crust. Trim edges and pinch in place

LEMON PIE FILLING

(one small pie or two tarts)

$1\frac{1}{2}$ T. cornstarch or $2\frac{2}{3}$ t. flour
 $\frac{1}{4}$ c. sugar
 $\frac{1}{2}$ c. milk
 Speck salt

1 egg yolk
 1 T. butter
 $1\frac{1}{2}$ T. lemon juice
 Grated rind $\frac{1}{2}$ lemon

Bake a single crust in a pie tin. To make the filling, mix the cornstarch or flour with the sugar, add the milk and cook in a double boiler for 15 minutes.

pie tin to help to keep its shape, and the filling is cooked and poured into the pie shell. Lemon and cream pies are cooked this way. Think of a way to make tiny individual pies. What could you use to bake the shells on?

PUMPKIN PIE FILLING

(enough for two tiny pies or one small pie and enough left over from ten groups to make one large pie)

$\frac{1}{3}$ c. pumpkin
 $2\frac{2}{3}$ T. brown sugar
 $\frac{1}{3}$ t. cinnamon
 Speck ginger
 $\frac{1}{16}$ t. salt
 $\frac{2}{3}$ egg
 $\frac{2}{3}$ c. milk
 $\frac{1}{3}$ t. orange juice

This resembles a custard recipe. How did you mix a custard? (See p. 152.) Make your own recipe for mixing this. Pour the filling into a pie shell. Bake in a hot oven. When the filling is firm and a knife comes out of it clean, the pie is done.

Stir constantly. Remove the upper part of the double boiler and let the mixture in it cool 2 or 3 minutes. Then add the butter and the beaten yolks, stirring until they are well mixed. Put the double boiler back on the stove and cook the mixture 15 minutes. Then add the lemon juice and grated rind. Cool 5 to 10 minutes and pour in the pastry shell. Make the meringue (beaten egg white) for the top of the pie by beating one egg white with $\frac{1}{8}$ t. cream of tartar until very stiff. Then add 2 T. powdered sugar and $\frac{1}{8}$ t. flavoring and beat until well mixed. Spread on top of the filling, letting the meringue stand up in points. Brown lightly in a moderate oven.

CHOCOLATE PIE FILLING

Instead of the lemon juice and rind, use one square, an ounce, of melted chocolate or 3 T. of cocoa.

COCOANUT CREAM PIE FILLING

Use $\frac{1}{4}$ c. cream for $\frac{1}{4}$ c. of the milk. Leave out the lemon juice and grated rind and add 6 T. grated cocoanut and $\frac{1}{4}$ t. vanilla.

TWO-CRUST PIES

How much more dough will you need for the extra crust? Divide the dough into two parts. Put in the bottom crust and pour in fruit. It will be easiest for you to start with canned fruits such as peaches, or cherries. If the juice seems too thin, it may be thickened before it is poured into the piecrust, or a little flour may be sprinkled on top of the fruit in the crust. Would your white-sauce recipes give you any hint as to how much flour to use?

Roll out the second crust and cut some holes in it. Experienced cooks often use special patterns for these holes. Fold half of the crust over the other half, lift it all in your hands, and lay it on top of the pie. Lay the folded half back into place. Dampen where the two crusts touch each other and then pinch them together against the edge of the tin. Bake in a hot oven until a light brown.

Cakes. There is so much to be learned about cakes that a whole cookbook could be filled with directions for making them. You will want to know how to make at least one cake. This cake is good just as it is or may be "dressed up" to be gay enough for a party or a birthday.

PLAIN CAKE (two servings)

$\frac{1}{2}$ egg	$\frac{1}{3}$ c. sugar	$\frac{1}{8}$ t. salt
$\frac{1}{6}$ c. milk	$\frac{1}{2}$ c. flour	$\frac{1}{4}$ t. flavoring
$1\frac{1}{3}$ T. butter or other shortening	$\frac{7}{8}$ t. baking powder	

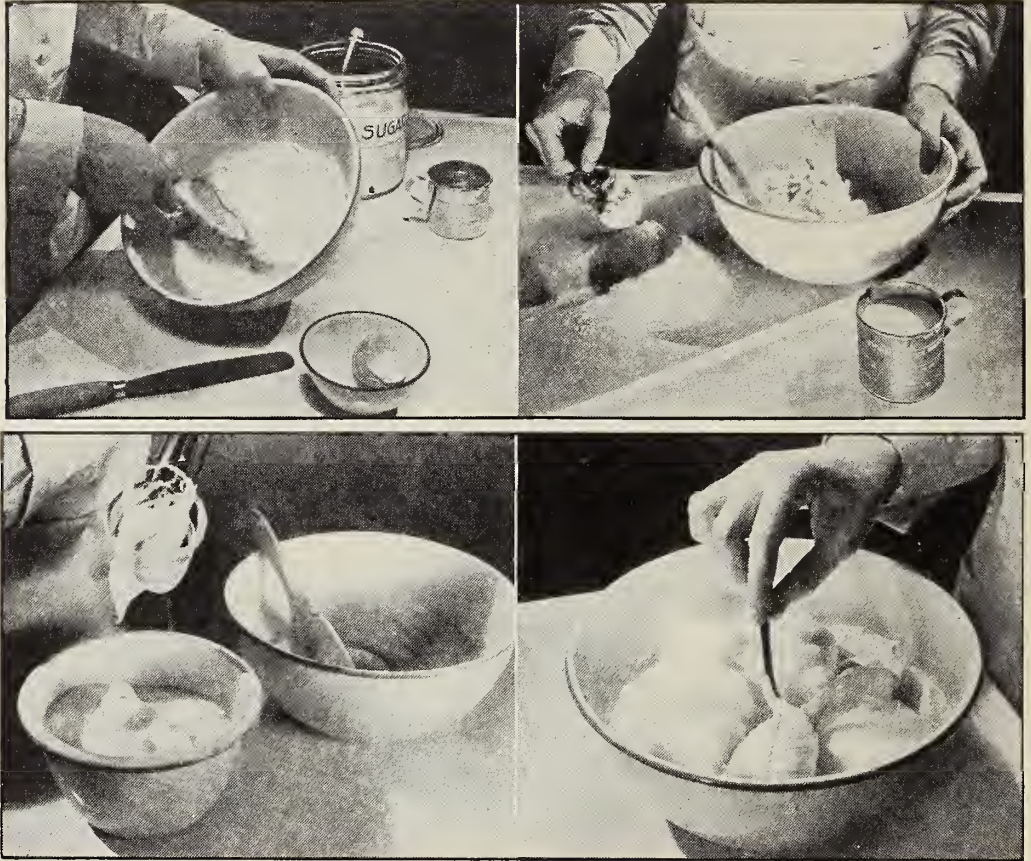
Put the sugar in a bowl and the fat in the middle of the sugar. Using a table-spoon, mash the fat down into the sugar until they are all mixed together. This is called "creaming." Beat the egg yolk and add it to the sugar-fat mixture.

What dry ingredients are there in the recipe? How can they be mixed together? If you use a fat that is not salted, will you need more salt? Why?

Add a little milk, then a little of the flour mixture to the sugar-fat-egg mixture. Keep this up until all of the milk and flour are in and the mixture is smooth.

Do not stir any longer. Beat the egg white until stiff. Now fold it into the cake mixture. Grease a cake tin, using a very little grease on the tip of a clean finger. Pour the cake mixture evenly into the tin and bake in a moderately hot oven.

Baking. Baking the cake will be like baking muffins. Read again the baking directions given on page 125. If you bake the cake in one big loaf, the oven should be about 350° F. for 45 minutes.



Courtesy of General Foods Corporation

Steps in making a cake

1. Add beaten egg yolk to butter and sugar.
2. Add milk and flour.
3. Beat egg whites until stiff.
4. Fold into the batter.

If you bake the cake in several layers, use 375° F. for 20 minutes, and if you bake the cake in little gem cake or muffin pans, use 375° F. for 30 minutes. How will you know when the cake is done? Watch it carefully. It should be a light brown in color, should draw away from the edge of the tin, and should not stick to a toothpick. When it is done, remove it from the oven and set to cool a few minutes. Then loosen the edges with a paring knife and the cake will slide out slowly.

Frosting. The simplest frosting uses powdered sugar and requires no cooking. For the little cake, use:

$\frac{1}{4}$ c. powdered sugar
 $\frac{1}{4}$ t. butter

Cream these together and add milk or cream, or orange or lemon juice slowly until the mixture is thick but will spread easily. Using a spatula, cover the cake with it. If you use cream to moisten the sugar, add a drop of flavoring of some kind.



Courtesy of General Foods Corporation and Corning Glass Works, Corning, N. Y.

1. Layer cake may be cut into fancy shapes. 2. Spread frosting on smoothly. 3. Little cakes may be decorated with nuts, small candies, melted sweet chocolate, or cocoanut. 4. A large cake baked in a glass dish. Note the use of gumdrops to decorate the cake.

The cakes may be left plain or sprinkled with cocoanut, colored sugar, tiny candies, bits of red cherries, etc. How much of the little cake did this amount cover? How much will you need for a big cake?

Cookies. Cookies are often served with fruit or other desserts. The easiest kind to make are the drop cookies which are much like cake dough and are dropped by spoonfuls on a greased pan or large cookie sheet.

SPICE DROPS

(about three dozen cookies)

6 T. shortening	2 t. baking powder
1 c. brown sugar	$\frac{1}{4}$ t. salt
1 beaten egg	$\frac{1}{3}$ t. each cinnamon, cloves
$\frac{1}{4}$ c. milk	1 c. raisins
$1\frac{1}{2}$ c. flour	

Cream the sugar and shortening, add egg and milk. Mix dry ingredients and add slowly, mixing well. Drop from a spoon on a greased pan and bake in a moderate oven (375° F.) for about 20 minutes. Four T. of chopped citron or candied fruits may be added to this recipe.



Courtesy of Corning Glass Works, Corning, N. Y.

Drop cookies

CUT COOKIES

(about four dozen cookies)

$\frac{3}{4}$ c. butter	3 t. baking powder
2 c. sugar	$\frac{1}{4}$ t. salt
$\frac{1}{4}$ c. milk	$\frac{1}{2}$ t. vanilla
2 c. sifted flour	2 eggs

Cream the butter (or other shortening) and the sugar. Add the beaten eggs and the milk, then the dry ingredients. Add more flour until the dough is stiff enough to handle. Taking a part at a time, roll out on a floured board. Cut with cookie cutters which have been dipped in flour. Lift carefully and place on a greased pan. Bake in a moderate oven (375° F.) for about 12 minutes.

Six tablespoonfuls of cocoa may be added to this recipe to make chocolate cookies, or one-third cupful of finely chopped nuts or bits of sugar may be placed

on top of the cookies before baking, or the cookies may be iced after baking. Five tablespoonfuls of powdered sugar moistened with a few drops of milk, with a teaspoonful of preserves or with a teaspoonful of cocoa may be used for the icing.

PROBLEMS

1. List the dinner menus you have had at home the last three days. Check the salads and desserts used. Did they fill a food need? Were they too heavy for the meal? Were they easily prepared? Not too expensive? Attractive and liked by the family?

2. Make cookies. See how many ways you can vary the appearance and flavor.

3. Find a recipe for and make icebox cookies.

4. Find recipes for frozen desserts. Study carefully the different types of mixtures and the methods of freezing.

5. Secure recipes on the preparation of frozen desserts in an electric refrigerator. Try some of them.

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1. "Ice Cream and Sherbets," *Good Housekeeping*, August, 1933, p. 80.

2. PENNINGTON, M. E., *Ice Cream Making and Appliances in the Home*. Bulletin, Household Refrigeration Bureau of the National Association of Ice Industries, New York.

3. "Ice Cream Frozen without Stirring." Leaflet No. 49, Bureau of Home Economics, U. S. Department of Agriculture, Washington, D. C.

SECTION 22—YEAST BREADS

Whether a housewife makes the bread for her family or whether she buys it will depend upon the time and energy she has, whether she can afford to buy bread and whether good bread can be purchased, as well as upon her skill at bread making. Many families make at least part of their bread at home, and in some parts of this country skill at bread making is still the mark of a good housewife.

Flour. Flour is usually prepared to suit the use to which it is to be put. The classes of flour available to most housewives are:

1. *Bread*—a general purpose flour; 2. *Pastry*—better adapted to cakes and pies; 3. *Cake and Prepared*—usually pastry flours of a very fine texture. Some of these flours contain baking powder, powdered or dried egg, sugar, salt, etc., in proper proportions for cakes, pastries, etc.; 4. *Whole-Wheat* and *Graham*—coarser flours containing much of the outer bran layers of the wheat.

Yeast. Yeast is sold in dry or moist cakes and must be carefully cared for as the tiny plants are easily killed by extremes of heat and cold. When given sugar for food, and if kept moist and warm, they grow rapidly, giving off carbon dioxide and alcohol as waste products. The carbon dioxide, which is a gas, collects in small holes throughout the dough. The pressure from the gas causes the dough to swell, or become "light." The alcohol and carbon dioxide are driven off during baking. The yeast plants are



Courtesy of Corning Glass Works, Corning, N. Y.

Loaves of bread

killed by the heat and remain in the bread. The holes which contained the carbon dioxide remain, giving a honeycombed appearance to the bread. If bread is well made, these holes are small, uniform in size, and evenly distributed throughout the bread.

YEAST BREAD
(two loaves)

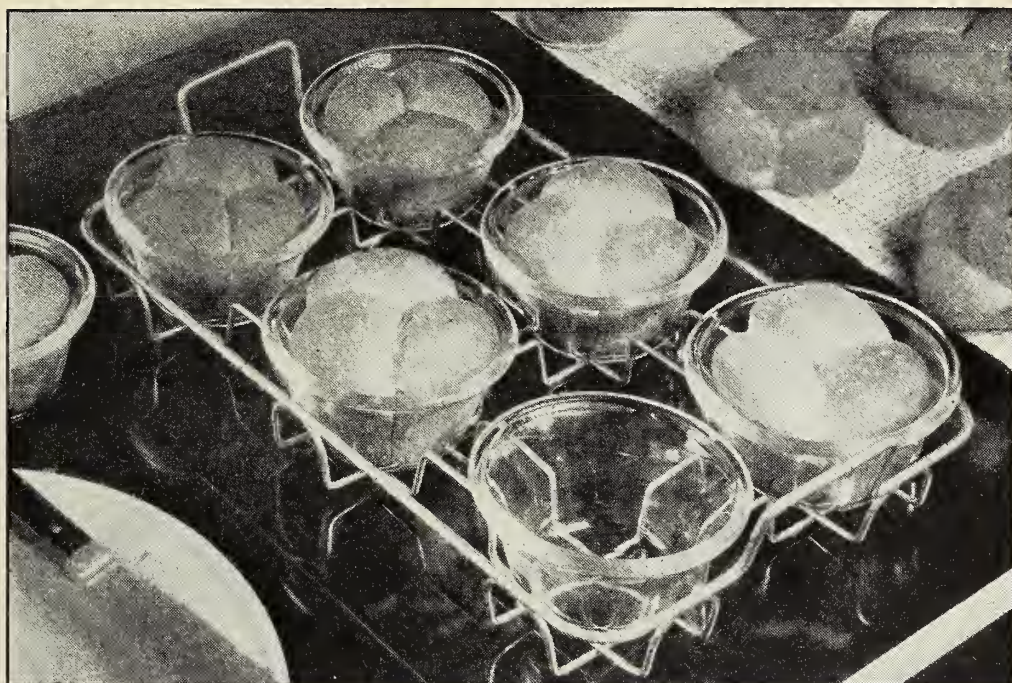
2 T. sugar	1 cake compressed yeast
2 t. salt	$\frac{1}{2}$ c. lukewarm water
2 t. fat	7 or 8 c. bread flour or 5 or 6 c. graham flour
1 pt. hot water or hot milk and water	

Mix the sugar, salt, fat, and hot water. Add the lukewarm (barely warm) water to the yeast and stir to break up the yeast. When the first mixture has

become lukewarm, add the dissolved yeast. Add about 1 c. flour. Cover and set aside in a warm place.

When the spongy mixture is full of bubbles, add enough flour to make a firm, elastic dough and knead it until well mixed. Put in greased bowl, cover, and set to rise until it has doubled in size.

Knead again to distribute the gas bubbles evenly, cut the dough in two pieces, shape into loaves and place in a greased bread pan. Rub the top of each loaf with butter or lard, cover, and set to rise. When $2\frac{1}{2}$ times as large as at first, put to bake for from 45 to 60 minutes at 350° to 400° F.—a moderately hot oven.



Courtesy of Corning Glass Works, Corning, N. Y.

Clover-leaf rolls

When the bread is done, it should be a golden-brown color, should shrink away from the pan, feel firm to the touch, and sound rather hollow. Rub the loaf with butter as soon as it is removed from the oven, and cool thoroughly before storing in a tightly covered crock or bread box. Graham flour may be used instead of white flour or two cupfuls raisins may be added. To hasten this process the sponge stage may be omitted and the mixture made into a dough at once.

This same recipe can be used to make rolls or coffee cake, although many special recipes for rolls containing mashed potato, or special mixtures which may be kept in the icebox and baked as needed, may be found in a cookbook:

Clover-leaf rolls: Shape the dough into small balls. Put three balls together in the shape of a clover leaf to make one roll. Bake in a greased muffin tin.

Parker House rolls: Shape a small biscuit out of the dough, place a bit of butter on it and fold one edge over to the other.

Coffee cake: Sweeten the dough, shape it into cakes, and put an icing of butter and sugar on the top just before the baking is finished.

PROBLEMS

1. If possible, visit a large bakery.
2. Collect material on different types of flour to explain the use of each type in a blended flour.



Courtesy of Corning Glass Works, Corning, N. Y.

Table set for family dinner

SECTION 23—SERVING A DINNER

Planning your work. If planning your work was necessary for smaller meals like breakfast, luncheon, or supper, it will be even more so for a big meal like dinner. Check your supplies carefully. Are you sure you have planned for everything that can be done ahead of time? Many a cook has wished she had three or four pairs of hands during the last half-hour before serving dinner. What must be done during that last half-hour before serving dinner? Are you sure you have not planned too much to

do in that time? Be sure to allow yourself time to take off your apron, smooth your hair, and visit a bit before serving.

Setting the table. "Dinner"! The word makes one think of a gleaming white tablecloth, orderly arranged dishes and shining silver, and perhaps a flower centerpiece. Whether you have all of this or not, you will want to set your table with the cleanest and best you have. A nice dining table will need to be protected with a pad under the tablecloth. If you do not have a pad made especially for this purpose, use a piece of an old blanket or sheet.

A clean, white, neatly ironed tablecloth is usually used on a dinner table. Be sure it is straight. Linen napkins, eighteen to twenty-four inches square, are used with a linen tablecloth. At company dinners a napkin is used only once. A member of the family may help cut down the amount of laundry by using his napkin several times.

The centerpiece. If the centerpiece is of flowers, keep them arranged so low that people can see each other across the table. A house plant or a bowl of bright-colored fruit makes a good table decoration. Name other simple but colorful decorations you could use.

Serving. Different families have different ways of serving dinner. Some prefer to set the large dishes of food on the table and pass them from person to person. Salads and desserts are usually put on small plates near each person's plate. Although this kind of serving often makes a crowded table, it helps to distribute the work of serving so that no one person has much of it to do.

Other families like to have soups or fruit cocktails, salads, and desserts placed on small plates at each person's plate, but have one person serve the main course. The platter of meat with serving forks and a stack of warmed plates is placed in front of the one who serves. He places a serving of meat on each plate and perhaps a serving of vegetables. Sometimes other members of the family put the vegetables on the plates as the server passes them on. When the plate is complete, it is passed to the person for whom it is meant. Bread and butter, jelly, etc., may be passed from person to person. How could you help take care of refilling water glasses, watching people's needs, and removing dishes before serving the dessert?

Styles of table service. The service just described is often called a *compromise service* because it is a mixture of two other services, the Russian and the English. In the very formal Russian service a waitress serves all food from the kitchen. An expert waitress can care for from four to six people. In the English service, all food is served at the table by the host or hostess. The hostess may serve the soup, salad, and dessert, and the host may serve



Courtesy of Corning Glass Works, Corning, N. Y.

Vegetables with fork and spoon placed ready for serving

the meat course. If there is a waitress, she carries the plates to each person as the food is served.

Clearing-up. How few pans did you use in cooking? How many of these were washed or put to soak before you sat down to dinner? In what order did you wash dishes? In what ways did you save time? What extra duties, such as putting out the milk bottles, go along with cleaning up the kitchen after dinner at night?

Checking up. When you have served the meal you have worked out your plans for, score it by the score card on page 134. How many points have you gained since the last meal you served?

Try serving several meals at home and see if you cannot raise your scores.

PROBLEMS

1. Cook and serve dinner at school. Draw for places as members of the family and act your parts in serving the meal.
2. Cook and serve a dinner at home. What new problems did you have to solve?
3. Study table service and table setting in a good etiquette or table-service book.

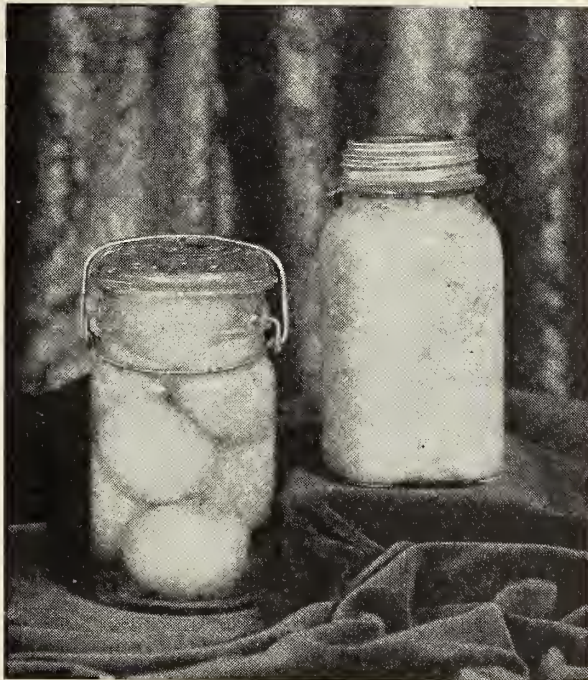
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2. ALLEN, L. G., *Table Service*, Little, Brown, and Co., Boston, 1922.
3. HARRIS, G., AND LACEY, E., *Everyday Foods*, Houghton Mifflin Co., Boston, 1927. Study, "Table service," p. 285.

SECTION 24—CANNING FOOD

For a long time people watched fruits and vegetables spoil and wished there were some way to have them in winter time. Not only did the fruits taste good, but also people seemed to feel better when they ate them. You know now that fruits and vegetables are part of our regular food needs and that we are healthier when we eat them. (See p. 13.) Besides these reasons, thrifty housewives disliked to see the food wasted.

Little by little people learned ways to keep fruits, vegetables, and meats. Some were dried, some fruits were cooked with a great deal of sugar, and some meats were rubbed with salt. How do people keep foods now?



Courtesy of Ball Brothers Company
Well-packed jars of peaches

What makes food spoil? This question puzzled people for many years until microscopes began to show them about the world of tiny plants and animals which they had not been able to see before. They found that food spoils because of yeasts, molds, and bacteria. Most of these have to have food, water, warmth, and air in order to grow. Cooked foods keep longer than fresh foods because heat kills molds, yeasts, and bacteria. If we keep these organisms from growing in food, the food will not spoil.

Open-kettle canning. Some bacteria are easy to kill, and merely cooking until the fruit is tender and then sealing it in jars or cans that have no bacteria on them will prevent spoilage. This method is called Open-Kettle Canning. Jars and lids must be boiled at least fifteen minutes to sterilize them.

PEACHES

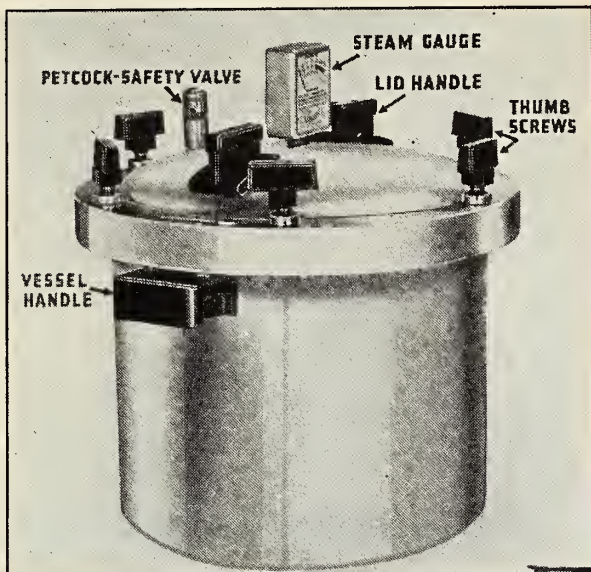
1 pint glass jar	5 large or 12 small peaches	1 kettle
1 lid	$\frac{1}{2}$ c. sugar	Hot water
1 rubber	1 c. water	

Wash the jar and lid carefully and put them into a pan of warm water with a cloth, some small tin lids with holes punched in them, or a small wire rack in the bottom of the pan. Boil 15 minutes. Let jar and lid remain in water until ready to use. Grasp jars and lids only on outside when handling. Do not touch the inside with towel or fingers.

Put the sugar with the water into the small kettle and let cook slowly. Peel the peaches, halve them, remove the seeds, and then drop the peaches into the sugar-and-water syrup to cook. Cook until tender. Using a long wooden spoon or a clean wooden stick, lift the jars out of the hot water and set them on a dishcloth in a small pan. Pack in the peaches. For a good-looking pack, turn the rounded sides up and towards the outside of the jar. Fill jar with syrup, dip rubber in hot water and put it on the jar. Run your finger around it to be sure it is flat and in place. Get the lid out of the hot water and screw it on tightly. What can you use to hold the jar while you screw on the lid? Wash off the outside of the jar with a clean, damp cloth. After the jar has cooled it may be turned upside down to see whether it is sealed air-tight. Do not attempt to tighten screw-top jars after cooling as this may break the seal. If bubbles appear around the rubber, try sealing more tightly or use a new rubber or lid, or both. Jars should cool as quickly as possible, but should not be exposed to drafts or to any sudden change of temperature as this will crack the jar.

The cold pack. Some fruits and vegetables have bacteria on them which are not killed by the short cooking given in the Open-Kettle Method. We usually can them by the Cold-Pack Method. Vegetables are cleaned and prepared for cooking, packed in clean jars, covered with hot water to within one to one-half inch of the top. Add 1 t. salt to each quart, partly seal and then cook *in the jar*. This heating inside the jar is called *processing*. The time and

temperature vary with different products. The best practice is to process in the Steam Pressure Cooker. Jars are completely sealed immediately after processing. Fruits are cleaned and prepared for cooking, packed in clean jars, covered with a sugar syrup, partly sealed, processed in the jar, and sealed.



Courtesy of National Pressure Cooker Company

A pressure cooker

A pressure cooker is recommended by the United States Bureau of Home Economics as the best vessel to use for processing meats and non-acid vegetables canned by the Cold-Pack or Hot-Pack Method. Time and fuel may be saved, and the higher temperatures attained give the best results in canning these products. When the processing is done, take the jars out and finish the sealing. When cool, turn them upside down to test for seal.

COLD-PACK PEACHES

5 to 10 peaches
 $\frac{1}{3}$ c. sugar } syrup
 $\frac{2}{3}$ c. water }

Hot water
 1 pint jar
 1 lid, 1 rubber

Make the syrup. Scald and peel the peaches. Pack in a clean jar, cover with the syrup, wipe off the can. Dip the rubber in the hot water, put it in place, screw the lid on tightly, then turn it back about half a turn. Now set the jars on a wooden or wire rack in a pan or kettle full of boiling water. Cover so the steam stays inside and cook 20 minutes. Remove from the hot-water bath, and screw the lids tightly into place.

If a leak appears, put on a new rubber or lid and then save the fruit by sterilizing it again. Make some racks for the bottom of the pan so that the jars will not crack.

Care of canned fruit. After the jars have been washed and labeled, they should be examined occasionally. At the end of a week if no leakage, bubbles of gas, or other signs of spoiling appear, the fruit should then be set away in a dark, cool place. If they must be stored in a light place, store them in the cartons in which the jars were sold or wrap them in paper.

PROBLEMS

1. Can peaches both ways. Compare the ease of handling, the looks of the packed jars, the cost of each, flavor, etc., using the score card given in problem 4.

2. Assemble an exhibit of equipment for canning.

3. When will it pay you to can your own fruits? Vegetables? When might it be a poor return for the amount of time, money, and energy put into it?

4. Assemble your jars of canned fruit. Pretend you are the judges at a fair and award first, second, and third prizes, using the following score card:

(1) <i>Appearance of Food</i>		(2) <i>Container</i>	
Color.....	10	Neatness.....	5
Arrangement in jar.....	5	Rubber (new and good).....	10
Pieces about same size.....	5	Label (neatness and complete information).....	5

If you open the can:

(3) *Contents of Jar*

Flavor..... 40

Texture—tender but firm..... 20

Perfect score if can is not opened = 40

Perfect score if can is opened = 100

REFERENCES

1. *Canning Fruits and Vegetables at Home*, Farmers' Bulletin No. 1471, U. S. Department of Agriculture, Washington, D. C., 1926.

SECTION 25—JELLY AND JAM

Inside information. If you have ever watched anyone make jelly, you know that you need fruit juice and sugar. If you could see inside the fruit juice, you would see two substances needed to make the jelly "jell." These are fruit acid and pectin. Some fruits, apples for example, are very rich in fruit acid and pectin, and making jelly from this juice is fairly easy. Other fruits like peaches are very poor in fruit acid and pectin and making jelly from their juice is impossible unless we add pectin and fruit acid in some way. Bottles or packages of prepared pectin (usually containing fruit acid) are on sale at most grocery stores.

JELLY

(one glass)

8 to 10 crab or other tart apples

or

3 or 4 medium-sized bunches of fairly green grapes

Water

Prepare the juice first. Wash the apples, quarter or slice them still finer, cut out the rotten spots, place in a small stew kettle, cover with half again as much water and cook slowly until tender. Grapes should be washed, have the



Courtesy of General Foods Corporation

Clear, firm jelly

stems pulled off, be covered with half again as much water, and put to cook until tender. This should take 10 to 15 minutes for small amounts of fruit.

When the fruit is tender, strain off the juice. A clean flannel or muslin cloth will make a good strainer. How could you hang up the jelly bag? If the juice is to be very clear, do not squeeze the bag of pulp.

Pectin tests. When you have collected the fruit juice, you will need to put sugar with it and cook it until it will "jell." It would be easier to know how much sugar to use, if we knew how much pectin is in the fruit juice. Some people guess at the amount and if the fruit juice is one they expect to be fairly rich in fruit pectin, they use 1 c. sugar to each cup of juice. Other people use the alcohol test.

THE ALCOHOL TEST FOR PECTIN

Use 1 t. juice and 1 t. ethyl alcohol, mix together and let stand 5 minutes. If the mixture is rich in pectin, the whole mass should be fairly firm and hold together, slipping out of the dish in one piece. For such juice, use 1 c. sugar to 1 c. of juice. If only fairly rich in pectin, the mass will not be so firm and may break once or twice in slipping out of the dish. For such juice, use $\frac{1}{2}$ c. sugar to 1 c. of juice and cook a longer time. If poor in pectin, the mass will be thick but not firm and show lumps of jellied material. For such juice, use $\frac{1}{4}$ c. sugar to 1 c. of juice and cook still longer. Epsom salts dissolved in water may be used instead of alcohol for this test.¹

When the jelly is done. Cook the fruit juice and sugar together until 1 t. put to cool in a saucer will jell. Remove the pan of juice from the fire while you are making the test. When the jelly is done, the juice boils slowly and seems very thick and if a spoon is dipped in it, the juice slides off the spoon in a "sheet"—two or three drops at a time with some still sticking to the spoon.

Pour the jelly into clean sterilized glasses. Melt a little paraffin in a small kettle and cover the top of the jelly completely. How else can jelly glasses be protected from dirt and dust? What happens if the jelly is not covered?

Jam. Prepare the fruit as before, but cut out cores of apples. When the fruit is tender, add sugar and cook until very thick.

STRAWBERRY JAM
(one serving)

$\frac{1}{2}$ c. strawberries
1 T. lemon juice

$\frac{5}{8}$ c. sugar

Wash and hull the berries. Cover with the sugar and let stand overnight. In the morning, boil the strawberries and sugar 7 minutes. Add the lemon juice and boil 3 minutes more. Pour into sterilized glasses and seal with paraffin as you would seal jelly.

A GENERAL RECIPE FOR JAM

Use 1 pound prepared fruit to $\frac{7}{8}$ pound ($1\frac{3}{4}$ c.) sugar. Heat the fruit slowly about 15 minutes. Add the sugar and cook about $1\frac{1}{2}$ hours or until thick. When apples are used, 3 c. apples to one cup of some other stronger flavored fruit will be better than apples alone. For peach or apricot jam, use one cup of peaches or apricots to one cup of pineapple, or one slice of lemon to each pound of peaches or apricots.

PROBLEMS

1. Make jelly. Bring your best glass of jelly to school. What makes it your best one? How much did it cost? What would that much jelly cost at the store?

¹ Bailey, P. L., *Foods, Preparation and Serving*, p. 273, Webb Publishing Company, St. Paul, Minnesota, 1925.

2. Using a commercial pectin, make some jelly. Compare it in flavor, tenderness, and cost with jelly made without adding pectin.

3. Using a commercial pectin, make some unusual jelly (peach, mint, or cider, etc.).

MATCHING EXERCISES

Part I—Food Values

1. Iodine	_____	Helps body to withstand colds and eye diseases
2. Balanced diet		
3. Calorie	_____	Found in butter, cream, nuts, olives, cotton-seed, lard
4. Carbohydrates		
5. Proteins	_____	Gelatin and some vegetable proteins
6. Fats	_____	Needed for blood, muscles, etc.
7. Incomplete proteins	_____	Needed for bones, teeth, body cells, contained in meat, fish, peas, etc.
8. Calcium		
9. Phosphorus	_____	Helps to prevent or cure rickets
10. Iron	_____	Helps to prevent scurvy
11. Water	_____	List of foods to be eaten, should include good proportion of different classes of food
12. Vitamin A		
13. Vitamin B	_____	Sugar and starch, furnish heat and energy
14. Vitamin C	_____	Milk, eggs, meat, beans, peas, etc., for growth and repair
15. Vitamin D		
16. Vitamin E	_____	Prevents pellagra
17. Vitamin G	_____	Important in reproduction
	_____	Part of body tissues, blood and lymph, etc., helps in elimination and regulation of body temperature
	_____	Helps prevent beriberi or polyneuritis
	_____	Needed for bones and teeth
	_____	Contained in sea foods, lack of it causes goiter
	_____	Amount of heat required to raise one kilogram of water one degree centigrade

Part II—Cooking

1. Cooking starches	_____	Drop in large amount boiling water, cook uncovered for short time
2. Cooking proteins		
3. No. of t. in one T.	_____	Are colorful, neatly arranged, thoroughly chilled
4. No. of T. in one c.		
5. Well-cooked meal	_____	When toothpick is inserted, it comes out clean
6. Mixing muffins		
7. Mixing biscuits and pie dough	_____	Fork pierces material easily
	_____	1 c. milk, 2 T. flour, 1½ T. fat, ½ t. salt
8. Mixing cake	_____	Three
9. Testing for tenderness (vegetables, fruits, etc.)	_____	At medium or low temperature for short time
	_____	Cut down with spatula, turn over top, continue until mixed

- | | | |
|--|-------|---|
| 10. Testing for "done-
ness" (cakes and
muffins) | _____ | Cooked foods combined with white sauce
and baked |
| 11. Folding | _____ | Mix dry ingredients, and fat, add water |
| 12. Scalloped foods | _____ | Add sugar to beaten egg, add to hot milk,
add flavoring |
| 13. Medium white sauce | _____ | Is smooth, moist, with starch and cellulose |
| 14. Attractive salads | _____ | well cooked |
| 15. Method of cooking
green vegetables | _____ | Sixteen |
| 16. Mixing custards | _____ | Cream fat and sugar, add beaten egg, then
add milk and dry ingredients alternately |
| 17. Open-kettle canning | _____ | Mix together wet ingredients, then dry ingre-
dients, and combine |
| 18. Cold-pack canning | _____ | At high temperature for some time |
| 19. Pectin and fruit acid | _____ | Braising, pot roasts, stews |
| 20. Cooking meat by
dry heat | _____ | Substances that make jelly "jell" |
| 21. Cooking meat by
moist heat | _____ | Cooking food in kettle, packing in sterilized
jars, sealing |
| | _____ | Packing food in jars, partly sealing, cooking,
and sterilizing in jars |
| | _____ | Steaks, roasts |

Part III—Planning and Serving Meals

- | | | |
|-----------------------------------|-------|---|
| 1. Plan for breakfast | _____ | Stand at person's right |
| 2. Lunch plan | _____ | For dinner table, especially a formal one |
| 3. Dinner plan | _____ | Individual servings of food placed on plates
in kitchen and brought to each person |
| 4. Russian service | _____ | Stand at person's left |
| 5. English service | _____ | Some food served from kitchen, some at table |
| 6. Compromise service | _____ | Main dish (hot or cold), bread, beverage,
dessert |
| 7. Small tablecloth or
doilies | _____ | All food served at table by host or hostess |
| 8. Large tablecloth | _____ | Fruit and hot dish (cereals, etc.), bread,
beverage |
| 9. Serving beverages | _____ | "Appetizer," meat, potatoes, vegetables,
salad, dessert |
| 10. Passing sugar and
cream | _____ | For breakfast and luncheon table |

Part IV—Setting the Table

- | | | |
|---------------------------|-------|--|
| 1. Glass | _____ | Creases in center of table, edges straight |
| 2. Napkin | _____ | At right of plate about one inch from edge of
table |
| 3. Knife | _____ | In center of table, low enough not to obstruct
view |
| 4. Spoons | _____ | At left of plate |
| 5. Tablecloth | _____ | At left of fork, open edges beside fork and
edge of table |
| 6. Centerpiece | _____ | |
| 7. Cup and saucer | _____ | |
| 8. Bread and butter plate | _____ | |

-
- | | |
|---------|---|
| 9. Fork | _____ On right at tip of knife |
| | _____ At right of plate |
| | _____ On left of cover, above tip of fork |
| | _____ At right of knife |

Part V—Buying Foods

- | | |
|--------------------------|---|
| 1. Staples | _____ Mark placed on meat by government in- |
| 2. No. 1 can | _____ spector, animal was well and sound |
| 3. No. 2 can | _____ Should have no spoiled, broken, or cut places |
| 4. "Standard" | _____ Prime, choice, good, medium, common, cut- |
| 5. Grade A | _____ ter, canner |
| 6. Pasteurized | _____ Heating to 140° F. for 30 minutes to kill |
| 7. Fruits and vegetables | _____ bacteria, then cooling rapidly |
| 8. Grades of meat | _____ A term from canned-food labels indicating |
| 9. Government inspec- | _____ fourth in quality |
| tion stamp | _____ Holds about 2½ cups |
| | _____ Class of milk produced under good conditions |
| | _____ Holds about 1½ cups |
| | _____ Sugar, flour, salt, etc. |

UNIT TWO

CLOTHING THE FAMILY ¹

SECTION 1—THEN AND NOW

Once upon a time my great-aunt Sarah told me about the first red dress she ever had. It had little puffed sleeves, a tight waist, and a very full skirt, and it was trimmed with rows and rows of narrow black velvet ribbon. Her mother made it—all except the velvet ribbon. She wove the cloth and sewed the dress all by hand. When the sheep were sheared, her mother took some of the dirty, greasy wool and washed it in a big wooden tub full of soapsuds. When it was clean and dry Aunt Sarah helped her mother card it. They took the cards (oblong-shaped boards with handles and with rows and rows of wires sticking up all over one side of them) and combed out the wool until it lay in neat little curls.

Next, her mother made a thread or yarn out of the wool by spinning it, and Aunt Sarah said she could still see how fast her mother's fingers went as they pulled out a piece of wool from the big pile and guided it toward the whirling spindle which twisted and then wound up the yarn. After that the threads had to be woven into cloth on the big loom. Every day her mother wove a little and finally there was enough cloth to make the dress. It still had to be washed and dyed. Then her mother cut out the dress and made it all by hand—every stitch. You can see why, after all those hours and hours of work, Aunt Sarah was so very proud of the wonderful red dress.

A few years later when a young cousin came from the East to visit them, he brought a whole bolt of red calico cloth which had

¹ *Note to the teacher:* If an unbroken Clothing Unit is desired, materials from other parts of the book may be incorporated with this unit. The following order is suggested:

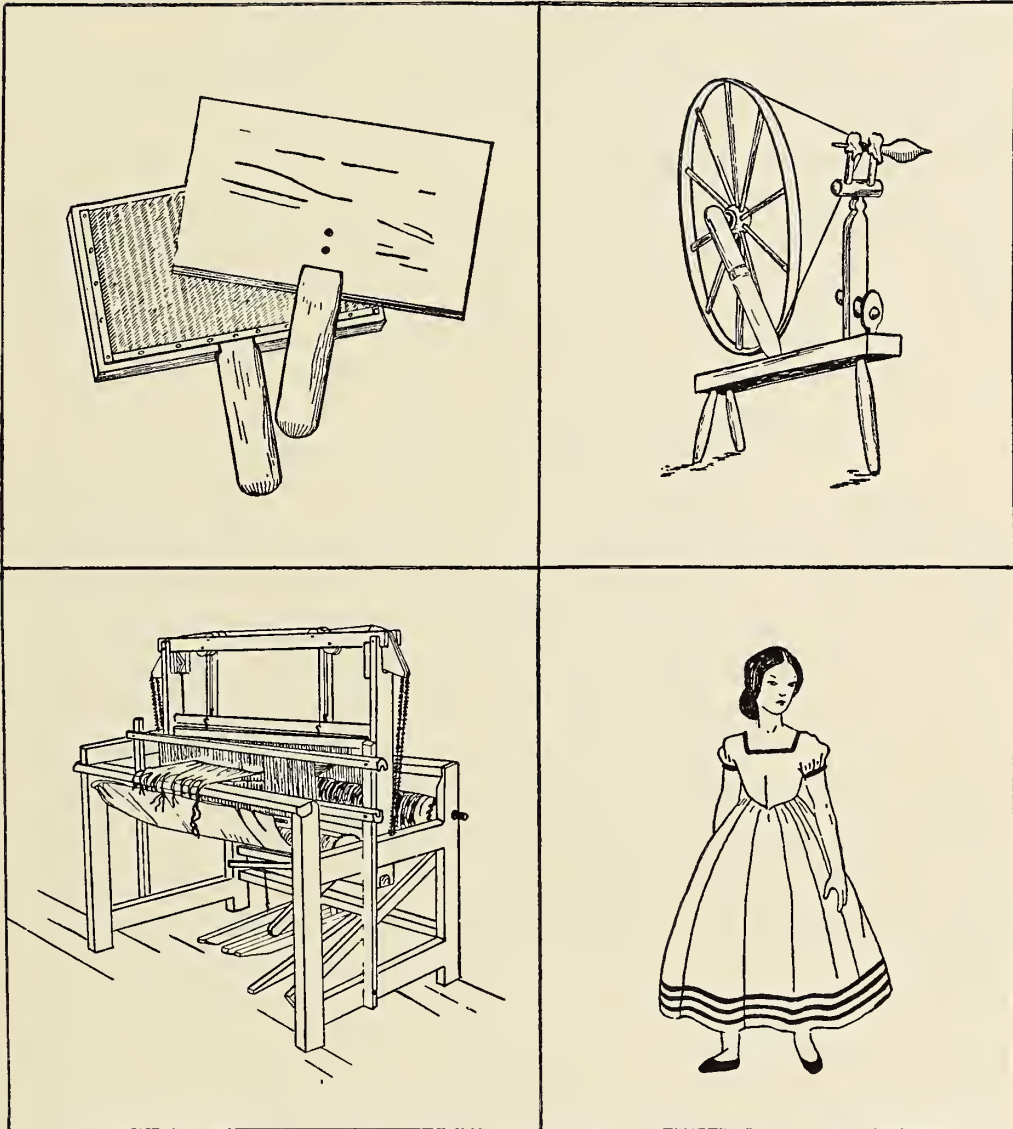
1. *Care of Clothing* (pp. 32-52) may follow *Making Underwear* (pp. 210-226) or it may suit your purposes better to include it immediately after *Making a Dress from a Pattern* (pp. 236-248).

2. *Artistic Factors in Dress* (pp. 52-61) should precede *Making a Dress* (pp. 227-236).

3. *Personal Appearance* (pp. 68-71) may follow *Making a Dress* (pp. 227-236).

4. *Buying Clothing* (pp. 61-68), *Household Textiles (Purchase and Care)* (pp. 297-298, 300-302, 303, 304, and 306), and *Laundering* (pp. 32, 36, 42, 43, and 285-289) may conclude the unit.

been woven in one of the factories in the East. He told them of a new machine which had been invented—a sewing machine, which could sew cloth together much faster than anyone could sew by hand. They bought cloth from the store after that. Sarah had



Wool cards, a spinning wheel, a loom, and the wonderful red dress

more dresses then. When her mother finally got one of the new sewing machines, Sarah had still more dresses, and they all marveled at how fast a dress could be made. Aunt Sarah said the sewing machine had to have the wheel turned by hand and that it had only one thread and made a chain stitch.

Aunt Sarah said that she could remember the first ready-made

dress she ever saw, too. She said that was after she was married and had a family of her own. A neighbor's child had been wearing a ready-made dress which was made of cheap material, sewed together poorly, and fitted badly. One of the older women said it was "a plumb disgrace for a child to have to wear store-bought clothes!" Are ready-made clothes like that today?

Which of your clothes are ready-made? Which of them were made at home? How does your mother decide which ones to make and which ones to buy?

Examine the dress you are wearing. How are the side seams made? How are the collar and cuffs made and put on? How is the belt made? How are the skirt and waist joined together? How is the hem made? All of these and many other questions are answered in the sections which follow.

SECTION 2—FIRST STEPS IN SEWING

Needles. In colonial days when much fine hand sewing was done, there were little shops which sold only needles and thread. When a needlewoman came to buy, she brought a little piece of the cloth she was to use and tried the needles and thread on the sample until she found just the size she needed. Why was she so careful not to use a large needle on fine material? You will also need some large needles for coarse cloth and some small needles for fine cloth. A package of assorted sizes will give you a useful set for most work. Are you acquainted with both the plain steel needles called "sharps" and the needles with long egg-shaped eyes called "crewel" needles? Which will be easier to thread? Perhaps you have seen "self-threading" needles.

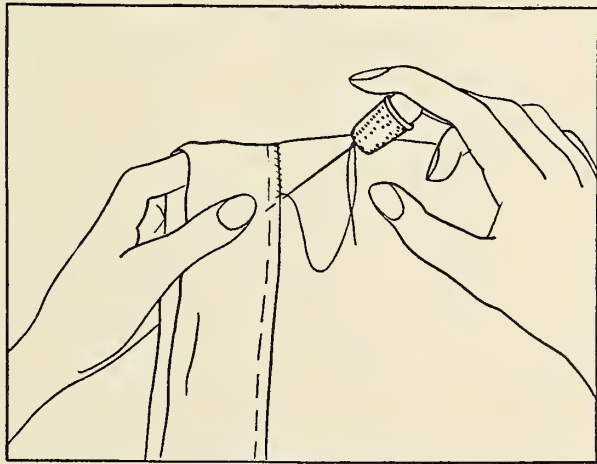
Thread. Look at spools of thread of several different sizes. The coarser, larger threads are to be used on heavy coarse cloth and the small threads on fine light cloth. Try some of the thread on samples of cloth as the colonial lady chose her thread. A spool of white thread, size fifty or sixty, will be good for most general sewing.

Scissors. Scissors can be bought in several lengths, the longest ones being called "shears." A small size (a length that can be kept in a mending basket) will be the handiest for general use. A large size will be more useful for cutting out garments. Which will have and keep the better cutting edge: cheap scissors

made of poor steel, or more expensive scissors made of good steel? Good durable scissors can be purchased for from seventy-five cents to two dollars. Satisfactory shears cost more, from two to five dollars. Examine the scissors on sale at a hardware store. Ask the dealer to explain to you the good points of the different kinds.

Pins and tape measure. Good pins, about the right length and with sharp points, save a great deal of time and basting. It is cheaper to buy them by the small box than by the paper. It will also be easier to keep them in a small box than in a paper. Tape measures should be about sixty inches long and numbered on both sides so that you are at the beginning no matter which end you happen to pick up.

Thimble. A good needlewoman uses her thimble to help push the needle through the cloth. The second finger is the best finger to wear it on



Using a thimble

because it is longer than the other fingers. A thimble should be a comfortable size for your finger. If you have never worn one, it will feel very strange at first. Put it on and try to use it to push the needle through the cloth. Little by little, it will be easier to wear and use, and soon you will find it hard to sew without a thimble.

Your best tool. A good sewing machine will be your best tool. The first sewing machines used only one thread, but now nearly all of them use two. The first thread comes off the spool of thread on the top. The second thread comes from the bobbin, a little steel spool on which we wind the thread. These threads interlock in the cloth to make the neat firm rows of stitching you have seen. Which way does the little balance wheel on your machine turn—toward you or away from you? You can find this in the instruction book that comes with your machine.

The electric sewing machine. Press hard against the lever that controls the electric machine. Decrease the pressure and

make it go more slowly. Stop it. Now make a mark on a piece of paper and learn to stop with the needle right on the mark. Slowing down before you come to the mark helps. If you find it hard to stop exactly on the mark, stop a little before you get to it and then turn the balance wheel over slowly with your hand, stitch by stitch, until you reach the exact spot.

Look at the rows of needle holes on the paper. Have you been stitching straight? Holding the paper so that it feeds straight up to the needle will help. Use both hands, one on each side of the needle, one a little forward, the other a little behind the needle. You may hurt a finger if you hold it on the paper right in front of the needle. You can make a straighter stitching by watching the distance from the edge of the paper to the side of the presser foot.

Treadling. If yours is a foot-treadle machine, you supply the power. How? Look down at the treadle as someone sews. See how it goes up and down like a seesaw. You will need to press hard with your toes and then with your heels, over and over again. Put your feet on the rungs of your chair and try this movement. When you think you understand it, move to the machine, pull your chair up comfortably, put both feet on the treadle, one a little ahead of the other, and practice treadling until you can do it smoothly and steadily. You will not need any thread on the machine yet.

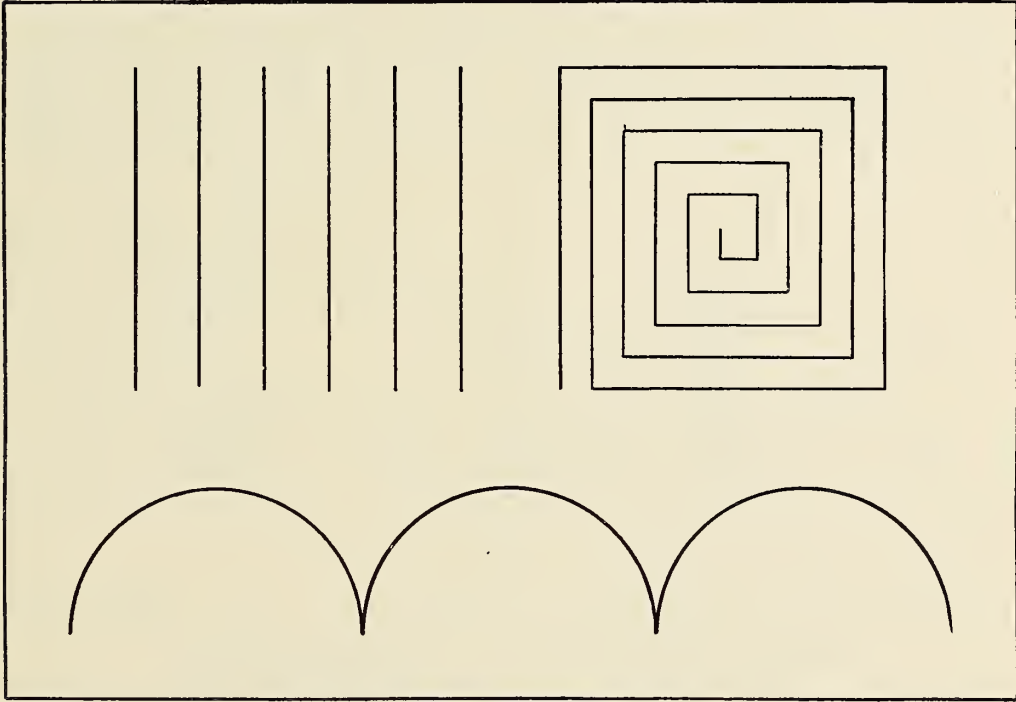
Starting and stopping. When you have learned to treadle your machine, be sure the belt is on the big wheel underneath and the little balance wheel on top. Now turn the little balance wheel the way it should go (forward or backward) and start treadling. Keep it going smoothly. If you stop for an instant, you can feel the jerk with which the wheels go back. This would break the top thread if you had the machine threaded.

When you wish to stop, slow down, and put your hand on top of the little balance wheel. As you hold it, stop treadling. See how quickly the machine stops. Practice treadling, starting, and stopping until you can do them all easily and smoothly.

Practice work. When you have learned to treadle, use a piece of paper to practice stitching. Hold it as instructed on page 207. Stitching on lines drawn on your paper will help you to learn to make straight lines of stitching. Draw some circles and see if

you can turn the paper slowly and steadily so as to stitch on the lines.

Draw a square and practice stitching around it. Stitch right up to the corner, leave the needle down in the paper, then raise the presser foot, turn the paper. When it is in position again, put



Stitching charts for practice work

Draw lines like these on paper and practice stitching on them.

down the presser foot and start off stitching. You do not have to pull the paper along. What pushes it?

Winding the bobbin. Find the book of directions for your machine and see how the bobbin should be wound. Some bobbins are like long thin spools, and some are like short fat spools. You will find the bobbin winder somewhere near the small balance wheel. Your machine book will tell you exactly what to do, but the general directions are:

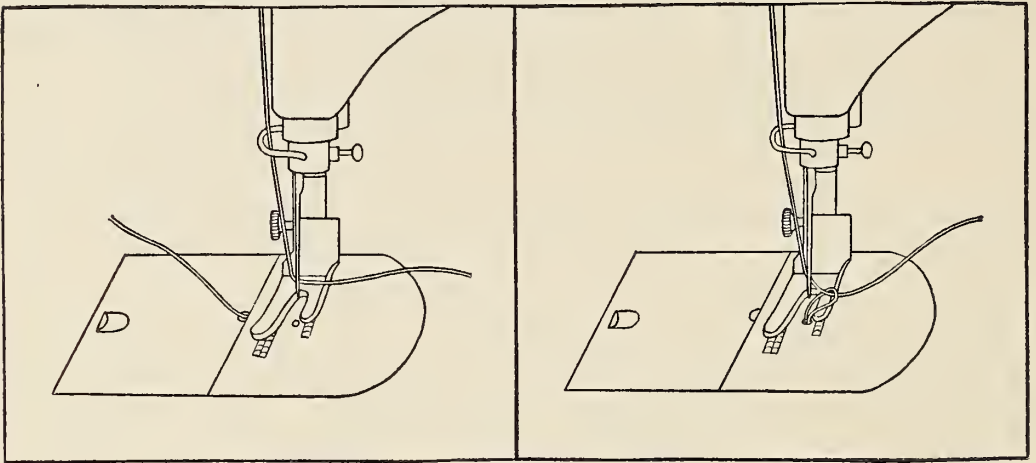
1. Stop the needle from working. Usually this is done by turning a big screw or pulling out a little handle in the middle of the little balance wheel.
2. Put the spool on the spool-pin and fasten the end of the thread on the bobbin as your book tells you how to do it. Then put the bobbin on the little pin to hold it.
3. Pull the whole bobbin winder up or down so that the little wheel on it

pushes up against the little balance wheel or against the belt so that the bobbin winder will turn.

4. Look at your machine book to see if there are any thread guides for the thread to go through.

5. Wind slowly and smoothly. A bobbin that is wound too full or one that is not wound smoothly will not unwind easily in the shuttle.

Threading the bobbin. Look at the picture in your machine book to see how to thread the bobbin. The bobbin filled with thread drops into a shuttle case and the end threads out through a little finger of steel which presses down on the thread enough



1

2

Pulling up the lower thread before beginning to stitch

to keep it feeding out steadily. Drop the shuttle case in its place in the machine (if it is removable) and leave an end of thread sticking out through the hole in the slide when you push it up.

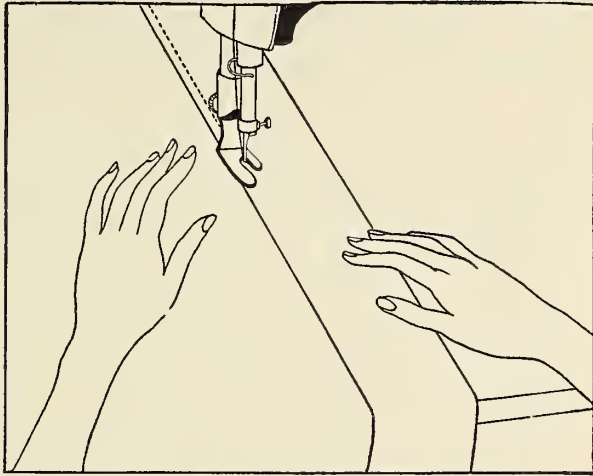
Threading the top of the machine. Study the pictures and directions in your machine book about threading the top of the machine. The different parts will be placed differently on different machines, but the order in which they are threaded is usually the same:

1. Turn the small balance wheel until the needle is up as high as it will go.
2. Put the spool on the pin made to hold it.
3. Draw the thread through any wire guides on the way to the tension.
4. Find the tension (on the front or on the side). It is made to hold back the thread a little so that it will feed evenly. Put the thread through it (between the little metal wheels or under the metal finger) and over the little wire guide if there is one.
5. Put the thread through the little hole in the take-up lever. (This is the little lever which moves up and down as you stitch.)
6. Put the thread through the wire guides on the way to the needle.
7. Put the thread through the eye of the needle from left to right.

Drawing up the lower thread. Before you begin to stitch, you will need to draw up the lower thread so that it comes up through the needle hole instead of through the hole in the slide above the bobbin case. To do this:

1. Turn the little balance wheel over once so that the needle goes down and comes up, making one stitch.

2. Pull on the upper thread until the loop of the lower thread pulls up where you can reach it. Pull it out and then put both threads back under the presser foot.

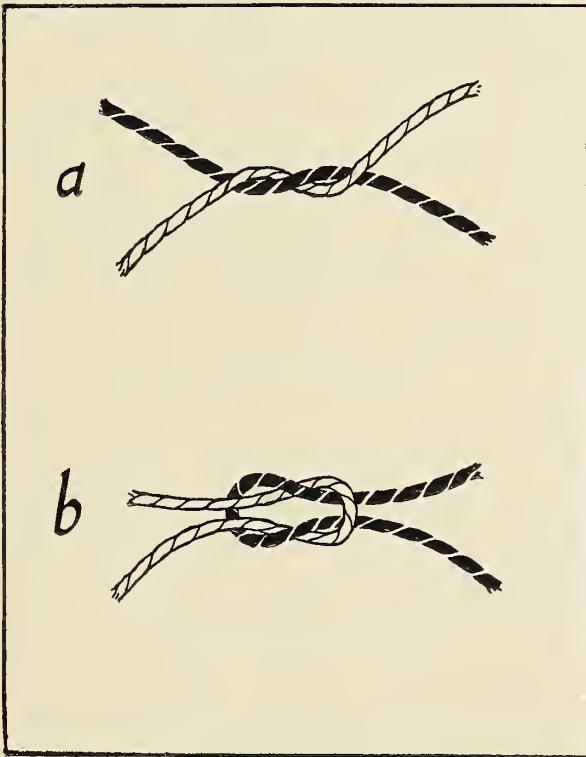


How to hold cloth when stitching on the machine

Notice carefully the position of the hands.

Your first stitching. Take a small piece of cloth, fold it over so that it is double and begin stitching. If you pull too hard on

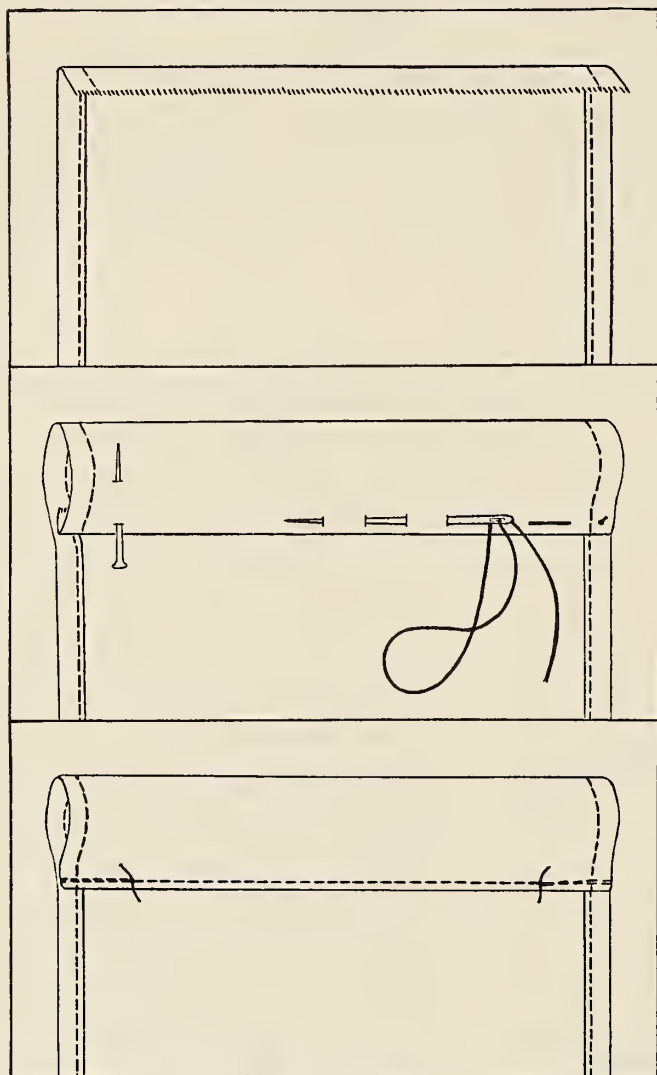
the cloth, the stitches will not be all the same size. You may also break the needle. Practice the things you did on the paper at first—following a straight line, a curved line, turning a corner. Following the threads of the cloth will help you to stitch in a straight line. Try using the thread cutter on the machine. Pull the cloth out at the back of the machine (after you have raised the presser foot), bring the ends of the thread over the cutter, and cut with a sliding movement.



Tying a square knot

Retracing. Try retracing the end of your line of stitching. Stitch out to the edge of the cloth, leave the needle in, raise the

presser foot, turn the cloth around, lower the presser foot and stitch back on the very same stitches for one-fourth to one-half inch. After cutting the threads, pull the upper one through to the wrong side, tie a square knot and clip the threads. A square knot



Steps in making a hem

1. Turning first narrow fold. 2. Second fold pinned in place and basting begun. 3. The finished hem.

See how the stitching is retraced on each end, and the threads tied.

is a double knot tied so that each end runs back upon itself between a loop formed by the other end. When completed it looks like *b* on page 207. Practice making it with a large string or piece of cord until you can get it right every time. Then you will be able to tie thread ends so that they will not slip.

Think of some places to use retracing. If you were making a retracing at the beginning of a line of stitching (as on a towel hem), you would need to set the needle down about half an inch in from the edge of the cloth, stitch to the end of the cloth, then turn and stitch over the first stitches and on across the cloth.

Hems. A hem is one way to finish a raw edge. First fold and pinch the raw edge of the cloth back against the wrong side about one-eighth inch. Then turn the folded edge back upon the wrong side far enough to make as wide a hem as is needed. If the hem is narrow and the cloth a bit stiff, you can pinch the first and

second turns of the hem so that they will hold until stitched. If the cloth is soft, baste the hem to hold it steady until you get it stitched. A piece of cardboard with the width of the hem marked on it will save you a great deal of time in measuring the second fold of the hem

Basting. Take a length of thread about twice as long as the distance from your finger tips to your elbow. Thread the needle and tie a single knot in the longer end. Before the knot is pulled tight roll the loop between the thumb and forefinger so that the knot will be large enough not to pull through the goods. Use running stitches for basting. Make them small enough to hold the cloth firmly in place. Fasten the end of the basting by taking two or three stitches in the same place.

Things to do while you wait for a machine:

1. Practice threading a needle and making knots.
2. Repeat over and over to yourself the order in which you thread the top of the machine until you memorize it: "Spool-pin, thread guide, tension, take-up, thread guide, needle."
3. Inspect some of your own or your neighbor's practice stitching. Are the lines of stitching straight? Are there any broken threads in the lines of stitching? Are there knots underneath the cloth where the bobbin thread was not drawn up before beginning to stitch? Are the corners square? Are the ends retraced and tied neatly?
4. Study your machine book. Find what the tension is and how it works. Find where the stitch regulator is and how to make a longer or shorter stitch. Coarse materials need long stitches. Find out how to change a machine needle.

Caring for your machine. The machine should be shut when not in use. It should be dusted before you use it. Let the head down easily when you shut the machine so that it is not jarred.

Oiling. Study your machine book to see where to oil your machine. Every place where two metals rub together needs a drop of oil to make it run smoothly and to keep it from wearing out. Good machine oil will be best. The water in kerosene or coal oil will cause the metal to rust. When the machine is very dirty, we wipe off all the dirt we can reach, and then put kerosene in all the holes to dissolve the old gummed oil. Run the machine a few minutes, wipe off the kerosene that runs out and oil the machine with good machine oil. If you have an old machine at home, perhaps you can clean it this way so that it will run better.

Keeping the sewing room clean. Pick up your own materials and put them away at the end of the period. Close your sewing machine, pick up the extra things from your table, straighten magazines and books, and the chairs. Can you think of ways to save time in cleaning up after you have been sewing?

PROBLEMS

1. Hem some towels for the school kitchen or for your mother. How will you decide what size hems to use? Whether to baste the hem or not?

2. Does your mother darn thin places in sheets or towels on the machine? Try it. Stitch back and forth; both up and down and then crosswise until the cloth is firm again.

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5. RATHBONE, L., AND TARPLEY, E., *Fabrics and Dress*, Houghton Mifflin Co., Boston, 1931.

6. TRILLING, M. B., WILLIAMS, F., AND REEVES, G., *A Girl's Problems in Home Economics*, J. B. Lippincott Co., Philadelphia, 1931.

SECTION 3—MAKING UNDERWEAR

Even a person who is just learning to sew can make many attractive pieces of underwear. You can use an old garment of a favorite style for a pattern, cut a simple pattern to your measurements, or buy a commercial pattern.

Making a slip—materials. Present styles of clothing make it necessary to choose undergarment materials which will drape close to the body in soft folds with as little bulk as possible. Slips which are made for wear with special dresses will need to match them in color. Slips for general everyday wear are usually white or pale colors, and are often made of more durable materials. The following materials are examples of those used to make slips:

muslin
lingerie cloth
silk pongee
rayon crêpe
silk crêpe

sateen
cotton pongee
rayon satin
silk wash satins

When considering material for a slip, ask yourself these questions:

1. Is the color one I could use for wear with any dress or shall I be able to wear it with only one dress?
2. Is the material one I could put in with the family laundry or shall I have to wash it by hand?
3. Is the material soft and pleasant to feel? attractive?
4. Is the cloth firm and strong? Are there many threads woven closely together or is the cloth thin and weak? [Draw your fingernail across the cloth. Do the threads catch and pull? Can you see any mark on the cloth or do the threads hold firmly?]
5. Is the price about what I can afford—about the right proportion to my other clothes?
6. Is the material one which is easy to handle in sewing?

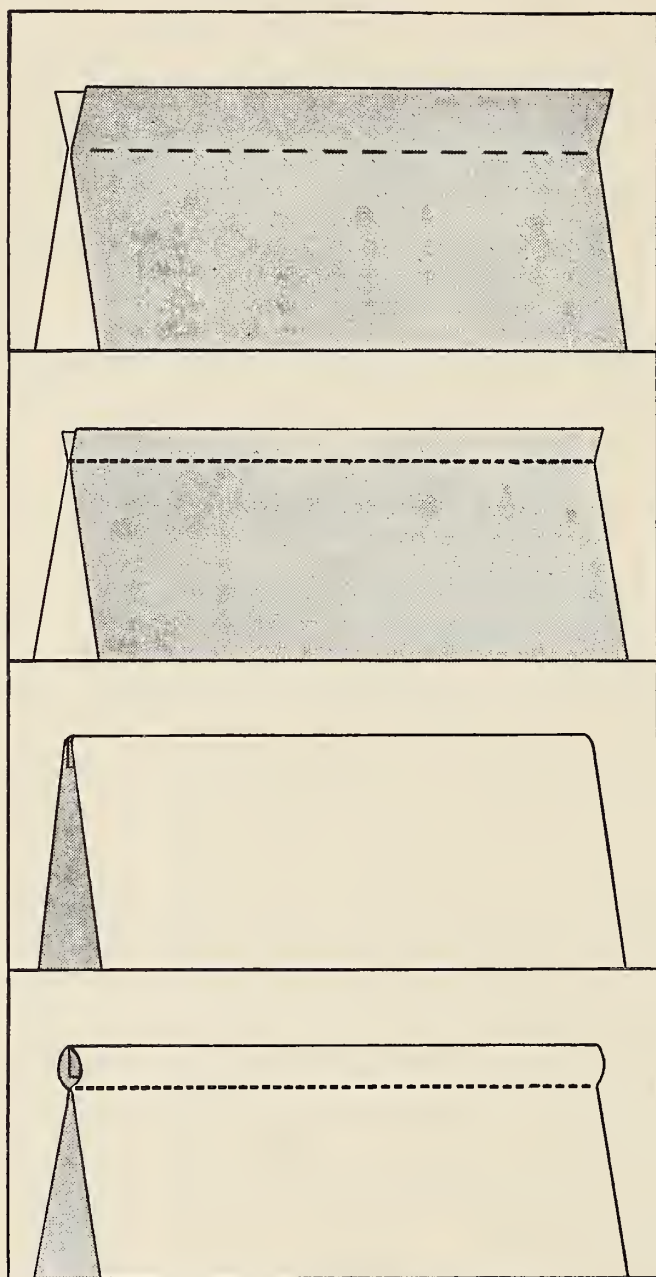
Styles of slips. Slips may be straight-line design with plaits or gathers at the hip for fullness, or they may be fitted to the body at the top and flaring out gradually to the bottom (the princess line), with fullness provided by the shaped sections of cloth. Slip tops are made with bodice tops and shoulder straps, or with built-up shoulders and a round or V-neck.

How much material? How wide is the material you have chosen? Fold the old slip you are going to use as a pattern and measure the width of it. Can you cut the slip from the material you have chosen without piecing it on the sides? If so, the amount of material you will need will be just twice the length of the slip plus enough for a hem at the top and a hem at the bottom. One inch will be enough for a top hem and one to three inches will be enough for a hem at the bottom. Measure yourself and estimate how much material you will need.

For a princess-line slip, rip or cut an old slip along the seam lines. Lay the sections on a table, placing them beside each other just as you would place them if using them for a pattern. Measure the width and length and estimate the cloth needed.

If you have a commercial pattern for a slip, find the table accompanying the pattern and from this determine the amount of cloth you will need.

Cutting out the slip. A good place to cut your slip will be on a large table. Unfold your material. (It is usually creased



Four steps in making a French seam

and folded through the center.) Fold a straight-line slip so that you have just one-half the front. Lay the center front fold of the slip on the center fold of the cloth with the top of the slip about one inch below the top edge of the material. If there is a wide strip of material left at the sides, refold the new material so that it is just the width you need. Smooth the wrinkles out of the old pattern slip, keep the center folds together, and pin the pattern slip to the cloth. Use enough pins to hold it firmly in place. Cut the new cloth just far enough away from the pattern slip to give the needed seam allowance—about three-eighths to one inch.

Measure the rest of your cloth to see if you have enough for the back of the slip. Then cut out the pieces with long steady strokes on the long straight seams, and short careful strokes on the curving places.

Sewing. You probably will need to sew up the side seams first, next finish the top, and then the hem. Look at the old slip

to see how it was made. Perhaps the side seams are new to you. These usually will be French seams.

French seams. First, put the edges of the front and back of the slip together and stitch about one-fourth inch from the edge—just as if you were going to have the raw edges stick out on the right side of the garment. Now trim the raw edges so that they are even and neat with no threads sticking out. Turn to the wrong side of the slip, crease along the seam and pinch into place. Then baste about one-fourth inch from the edge of this fold, so that the basting comes just far enough in to cover the raw edges of the cloth inside the fold. When this is stitched and the slip turned right side out, no raw edges should show.

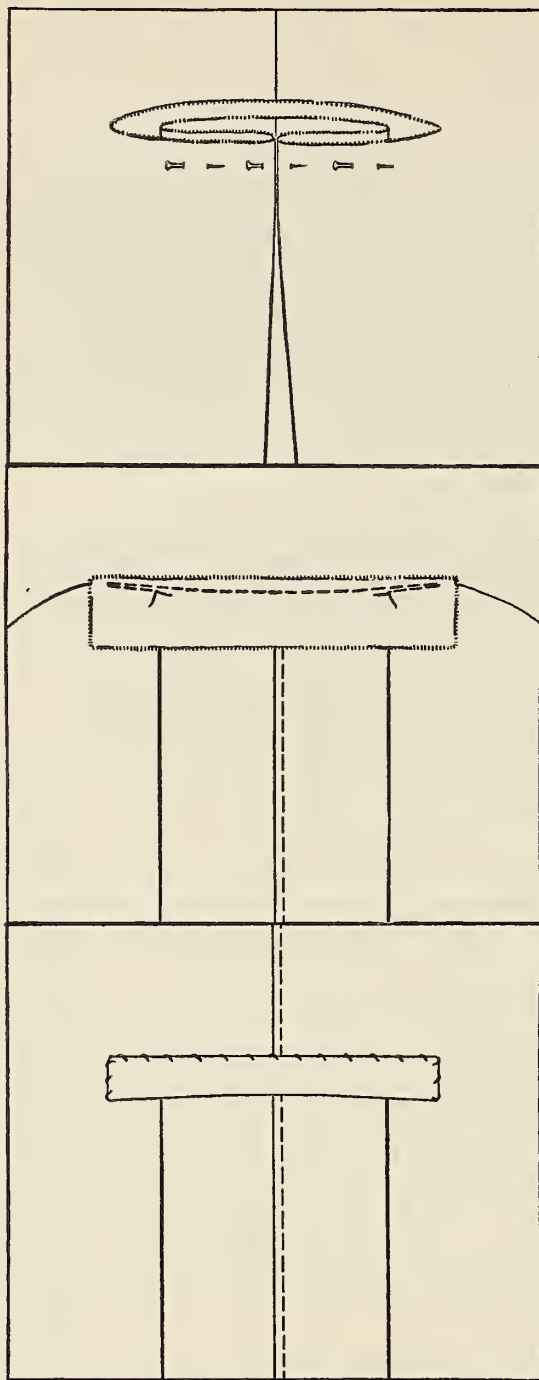
If the material is firm, you can pin the cloth together for the first stitching. The pins should be placed about one inch away from the edge so that they will be out of the way of your stitching.

Shoulder seams. If your slip needs a seam on the shoulder, you can use a small French seam.

Hems. If you have forgotten how to make a hem, turn to page 208. How wide will your top hem be? the bottom hem? It is best to finish everything else on the slip before you put in the bottom hem. If the top of your slip has a rounding neckline, the hem on it will need to be small. Pinch the first fold, turn it down and then baste in the second, turning only a little at a time around the curves.

Shoulder straps. If your slip needs shoulder straps, you can make them out of the same cloth as the slip, or buy shoulder-strap tape or heavy ribbon for them. If you make them of the same cloth as the slip, cut a piece about two inches wide and as long as you need. Fold it over so that the two raw edges at the sides come together and stitch down the sides about one-fourth inch in from the edge of the goods. Turn the strap inside out, pinch flat so that the seam comes on one side and the strap is ready to sew on the garment.

Sewing on shoulder straps. Turn the raw edge under about one-fourth inch and pin the shoulder strap in the right position on the top hem of the slip. Fastening the straps on may be done either by hand or on the machine. If you use the machine, you will need to baste the straps in place. Stitch across the strap at the bottom of the hem, up the side, across the top of the slip, down the other side and across the bottom again. Turn square corners



One way to set in fullness at the side of a slip

1. Make a box plait. 2. Stitch binding and plait to position. 3. Turn binding up over raw edges and hem to position.

finished with a piece of cloth sewed over the raw edges, or with overcasting. (See p. 242.)

each time and then pull up the threads and tie them securely. Directions for sewing on the shoulder straps by hand are given on page 34.

Side finishes. Many straight-line slips have extra fullness at the sides, held in by gathers or plaits. The slip is slashed in two or three inches at the hips so this extra fullness can be set in there. To put in the plait, fold the extra material under until the plaited part is the same length as the top section, turning the plait toward the back. If the side seam of the slip is under the arm, lay the fullness in a box plait—two plaits turned in opposite directions from each other.

To gather the fullness, use a thread with a knot in it, make tiny running stitches across the top of the fullness. Pull up the gathering thread until it is the same length as the cloth above the fullness, fasten it tightly and then sew the upper and lower edges of the slash together.

Some people finish the slash by sewing the cut edges of the slash together, making the seam slant out to nothing at each end. This seam may be

finished with a piece of cloth sewed over the raw edges, or with overcasting. (See p. 242.)

Finishing. When the bottom hem is basted to position, stitch it carefully about one-sixteenth of an inch from the folded edge of the hem. When you come back to where you started, retrace two or three stitches and tie the threads carefully on the wrong side. Make this retracing as inconspicuous as possible by stitching exactly on the first stitches.

Look over the garment carefully. Are there any bastings left in the cloth? threads not tied? threads sticking out under the seams? Clip all such threads and press the slip carefully. If it is very wrinkled, dampen it with a wet cloth before pressing. Press only a small section at a time, smoothing out the cloth first and then working carefully back and forth. Pull the plaits down into place and press the edges so that they are creased. Do not forget to press the straps.

Trimmings. While many slips are made plain and tailored in appearance, lace (either on the edges or appliqué—sewed over the material), colored bindings, and simple embroidery (see p. 256) may be used to trim them. Study the slips you see in shop windows and pictures for ideas on trimming.

Checking up. How much did all the materials for your slip cost? How long would it take you to make another one if you worked at home and could work longer periods of time? How much would a ready-made slip about like this cost?

Pretend you are a judge at a fair and grade your slip. Use the following Score Card:¹

SCORE CARD FOR GRADING SLIPS

1. Choice of materials	
Color good for this type of slip.....	5
Material good for this type of slip (attractive and strong).....	15
2. Neatness.....	10
3. Seams well made.....	15
4. Hems turned evenly.....	10
5. Machine stitching	
Straight, no knots or breaks in stitching	
Retracing firm and even.....	20
6. Finish	
Threads fastened, bastings removed, threads clipped, repairs made if needed.....	15
7. Pressing.....	10
Total	100

¹ Adapted from Kinyon, K. W., and Hopkins, L. T., *Junior Food and Clothing*, Benj. H. Sanborn and Co., 1928, p. 70.

Making bloomers and pajamas—buying a pattern. Bloomers, “shorts,” “panties,” and pajama trousers are usually made from similar patterns. In a pattern book, find a picture of a garment you would like. Read the description of it. Here is the description from one such pattern:

4599 Knickers with reinforced seat. Size 8, $1\frac{1}{8}$ yards of 35 inch muslin, with $1\frac{1}{4}$ yards of edging. Sizes 2 to 14 years (20 to 25 waist). Price, 25 cents.

If you are large or small for your age, buy your pattern by waist measure rather than by age. Using your tape measure, measure around your waist, holding the tape snug but not tight. Pajama patterns may call for bust measure also. (See p. 237.)

Information given on the pattern envelope. When you get your pattern, examine the outside of the envelope. Besides the name, number, and size of the pattern, it will show you different ways to make up the pattern, suitable materials to use, and how much material to buy.

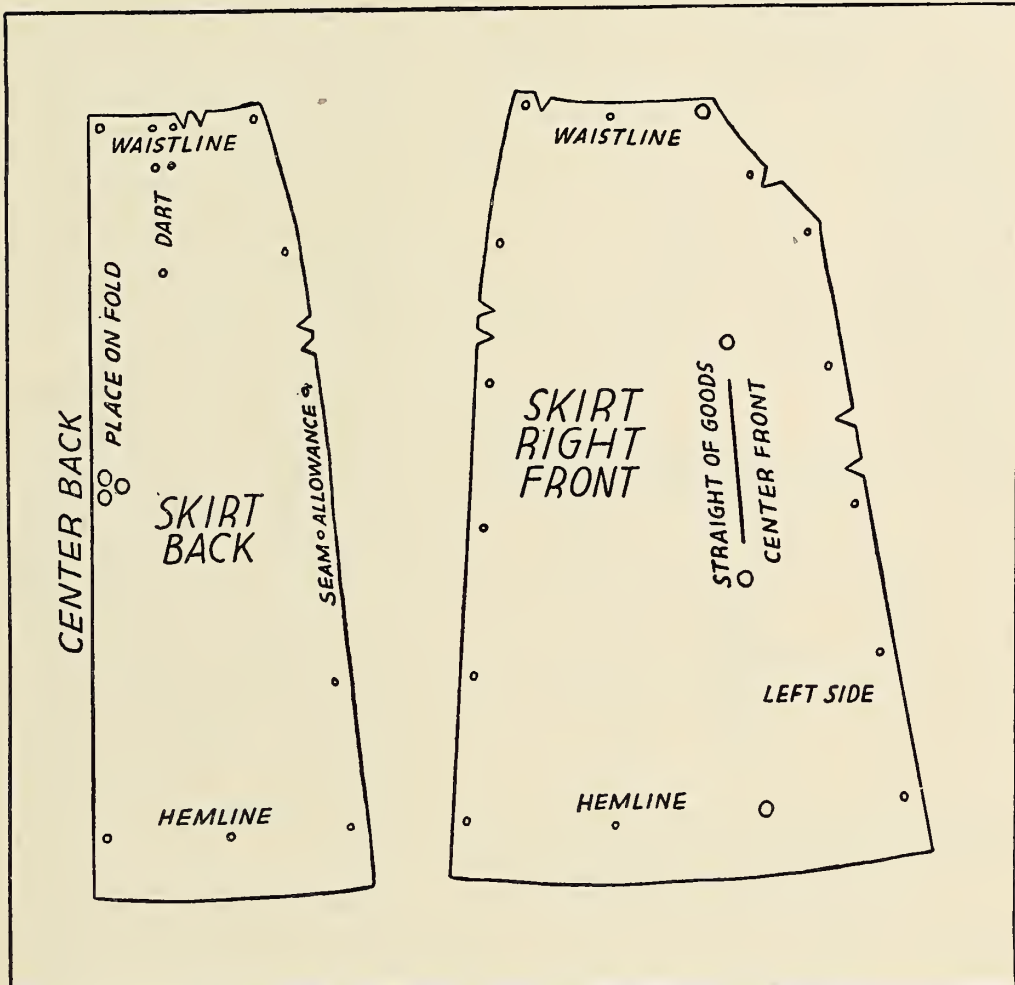
The pictures showing different ways to make up the pattern are called “View A, View B, View C,” etc. Below the pictures, many patterns give lists of suitable materials and trimmings to use. Somewhere in the envelope you will also find a picture of all the different parts of the pattern with the number or name of each.

Materials. The materials we named for slips are also used for bloomers. Batiste, dimity, nainsook, and longcloth, dainty printed cottons and broadcloth are also suitable for bloomers, shorts, etc. Cotton prints, cotton crêpes, rayon and silk crêpes, and other related materials are used for making pajamas.

What the marks mean. Open the pattern envelope, and lay the pieces in front of you. Find what each piece is for. Choose only the pieces you will need for the *View* you have chosen, and put the other pieces back in the envelope.

Notches. One of the marks used on patterns looks like a V cut out of the pattern or marked on it, and it is called a “notch.” The piece of cloth which sews to the one marked with the first notch also has a notch just like that one. A part marked with two notches is sewed to another piece that is also marked with two notches.

Arrows or "rows of holes." When the cloth is woven, the strongest threads are the warp, or the "up-and-down" threads. The greatest wear on clothing comes on the warp threads. Pattern pieces usually have some mark, an arrow or a row of holes (perforations), which show how to place that piece of the pattern on the threads of the material. Look at the material in your own

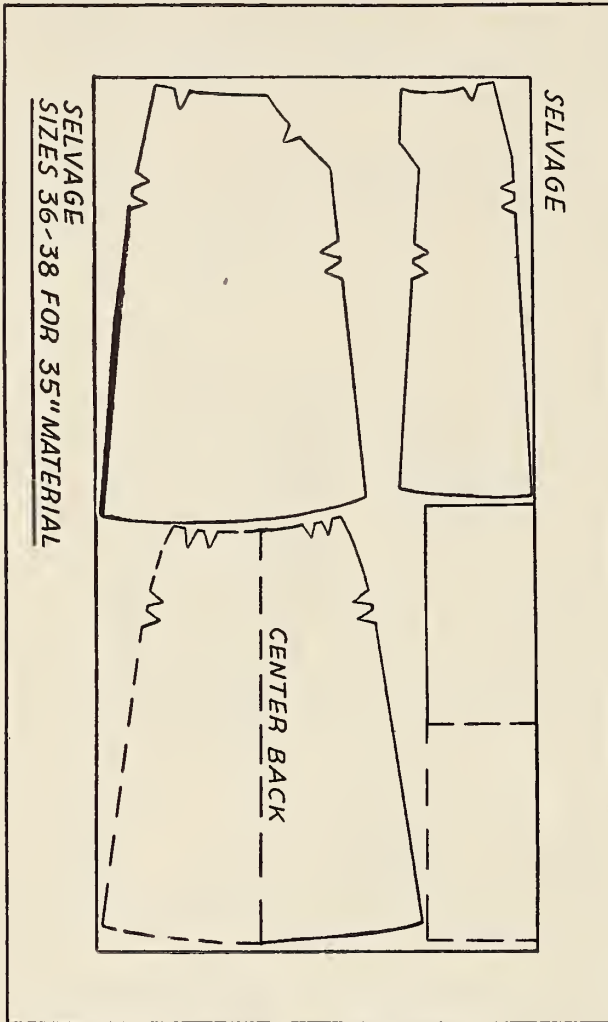


Two pieces of a pattern, showing some of the signs used

dress. Can you see the warp threads? The filling or threads running crosswise?

"Place on fold." Often the edge of the pattern that is to be placed on a fold of the cloth is marked with the words "Place on fold," or stamped with three small holes °°. Is the band for the bloomer leg marked this way? If you have a front yoke on the bloomers, is the pattern for it marked this way?

The layout. On the pattern envelope or on a separate piece of paper, many patterns will have a "layout" which shows you how to place the pieces of the pattern on the material for cutting, and gives some directions about how to sew up the garment. Several pictures may be given, each one showing how to place the pat-



A layout for a pattern

tern on a different width of cloth. Is there one for twenty-seven-inch material? thirty-five-inch? Which width are you using? When you find the layout for it, mark it with a pencil or colored chalk so that you can find it easily again.

Testing the pattern. When you have studied the pieces of the pattern a little, pin them together just as if you were going to make a tissue-paper garment. How much cloth is allowed for seams? Put the pins right on this line. Match the notches. Find the center front of the bloomer-leg pattern. It is curved in more than the back. The lower edge of the leg is straight. The

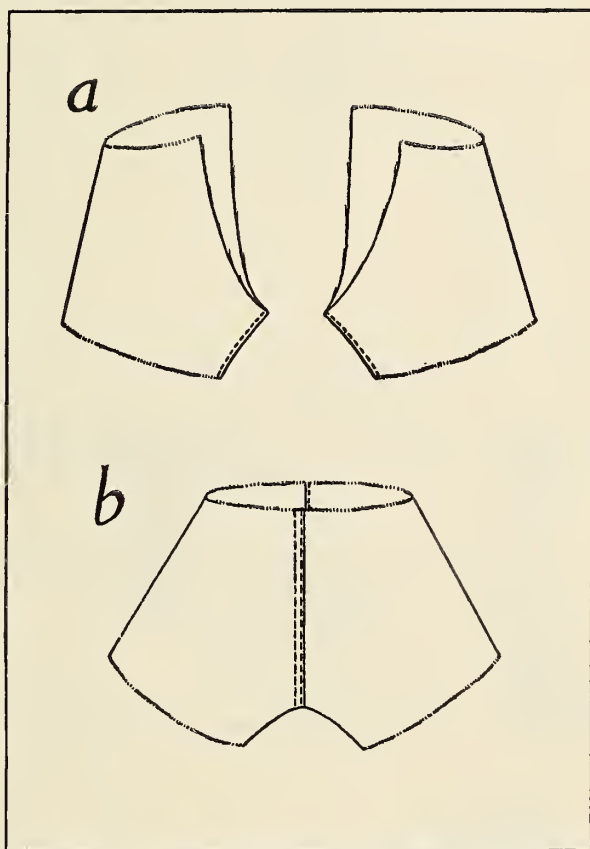
upper edge is longer in the back than in the front. Hold the pattern up to your body. Pull it up to the place where you want the top of the bloomers to come. Does the bottom of the leg pattern come where you wish the finished bloomer leg to come or just a little below? Is there room enough from side to side for the bloomer leg to be comfortable? (Remember that the tissue paper is not very strong and will tear easily.) Is there room enough from the top of the bloomers to the seat or the crotch?

Cutting. The easiest way to cut any bloomer type pattern will be to fold the cloth in half, crosswise with the fold at the bottom. Lay the bloomer-leg pattern on the cloth with the straight lower edge of the leg on the fold. Have you ever heard of how someone cut two sleeves for the same arm? In the same way, you can cut two bloomer legs for the same leg if you are not careful. If you will be sure to fold the cloth in the center cross-wise, and place the bloomer-leg pattern on it, lower edge on the fold, you need not worry about cutting two bloomer legs for the same leg. Where can you find material for bands, facing, and a front yoke? There often is material enough on the sides for most of the extras.

Use plenty of pins to fasten the pattern to the cloth, especially around curves and on corners. Pin all the pieces in place carefully, and check by the layout to be sure that you

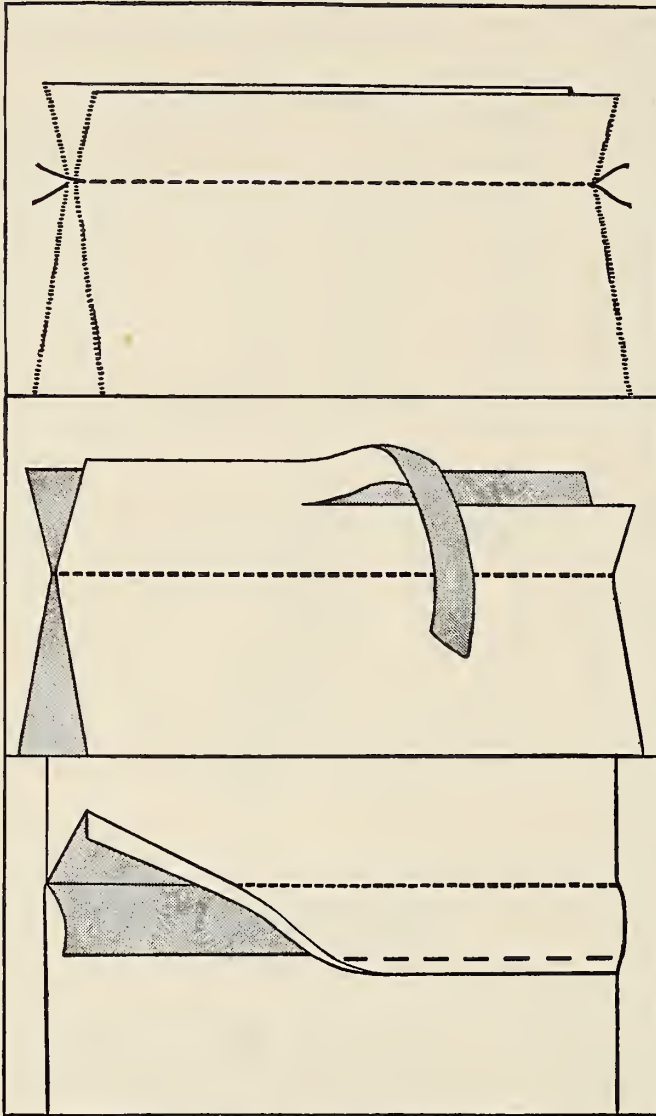
have all the pieces of the pattern. Trace with your finger around each piece following the path your scissors will take in cutting it out. When you come to a notch, cut it out instead of in, that is, cut a pointed extension of the cloth opposite the marked notch. If you cut the notch into the piece of cloth so that you have a little hole, the seam will be weak there. Some people mark notches with a piece of thread or with a chalk mark.

Putting the bloomers together. When you have the pieces for the bloomers all cut out, spread them out in front of you. Fold each leg over so that the crotch point on the front of the leg touches the crotch point on the back of the leg. Now lay the



One way to sew together the legs of panties, pajamas, bloomers, etc.

folded bloomer legs side by side. The center back of one leg should lie beside the center back of the other leg. There are two ways to put them together. One of these is: Sew the center fronts together, then sew the center backs together, and then



Three steps in making a flat-fell seam

sew the curving seam through the seat up one leg and down the other.

The other way is: Sew up the lower leg seams of each bloomer leg. Match the center fronts and sew one long seam down the center front, through the seat, and up the center back to fasten the two legs together.

A flat-fell seam. To make a flat-fell seam:

1. Put the wrong sides of the two pieces of cloth next each other and stitch along the edge of the cloth about $\frac{1}{4}$ inch from the raw edges.

2. Hold one of the raw edges back and cut the other off until it is only about $\frac{1}{8}$ inch wide.

3. Crease both raw edges down against the cloth, the long one over the short one. Be sure to pull the cloth underneath

out far enough so that the crease or fold of cloth comes right on the first line of stitching.

4. Tuck the long edge in over the short one, baste it down and then stitch it in place about $\frac{1}{16}$ inch from its folded edge.

Inspection: Is the seam the same width all along? Is the stitching straight? Is the folded edge neat all the way? Was the cloth pulled out before the second stitching so that there are no wrinkles or folds on the right side?

The casing for the elastic at the bottom of the legs. The casing for the elastic may be made by turning up a hem at the lower edge of the bloomer leg if you have left enough material for this purpose. It should be a little wider than the elastic. What happens if it is too wide? If you will stitch along the outer folded edge about one-sixteenth of an inch back, you will have a neat finish such as is used on many ready-made bloomers.

An opening for the elastic should be made near the leg seams. Cut a little slit or round hole in the first layer of cloth on the wrong side of the hem. The raw edges of the hole should be buttonholed. To buttonhole the raw edges:

1. Use a single thread with no knot. Overcast—make small slanting stitches around the edge of the hole.

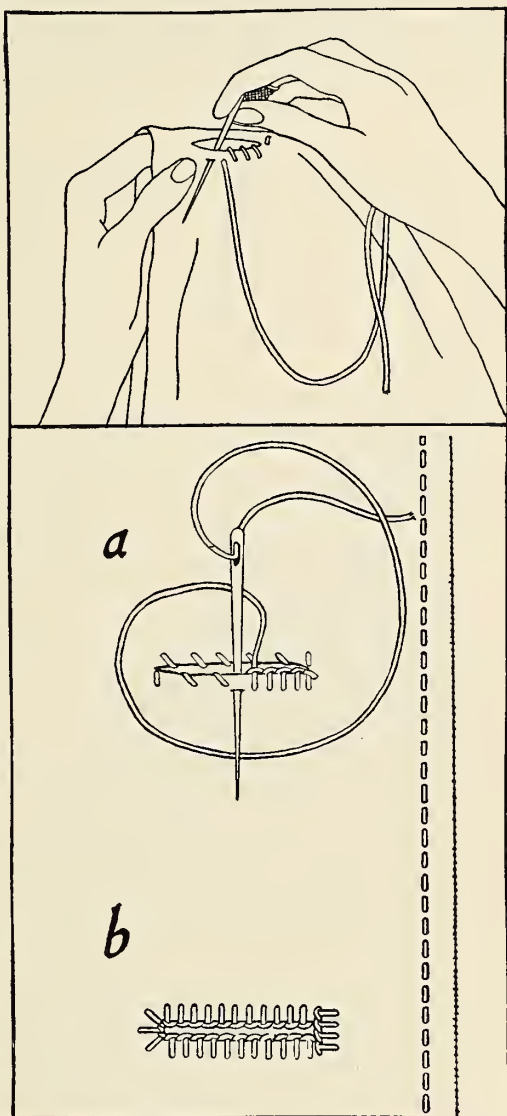
2. When you come back to where you started overcasting, put the needle in the hole and out through the cloth about $\frac{1}{8}$ inch in from the edge of the hole. Leave it sticking in the cloth.

3. Bring the thread coming from the eye of the needle around the point of the needle from right to left.

4. Pull the needle up through the loop of thread so that a little knot or twist of thread pulls down on the edge of the buttonhole—what was the raw edge of the hole. Make these stitches all around the hole.

5. Fasten the thread when you have finished by sticking the needle through to the wrong side and running the needle under several of the buttonhole stitches. Then cut the thread.

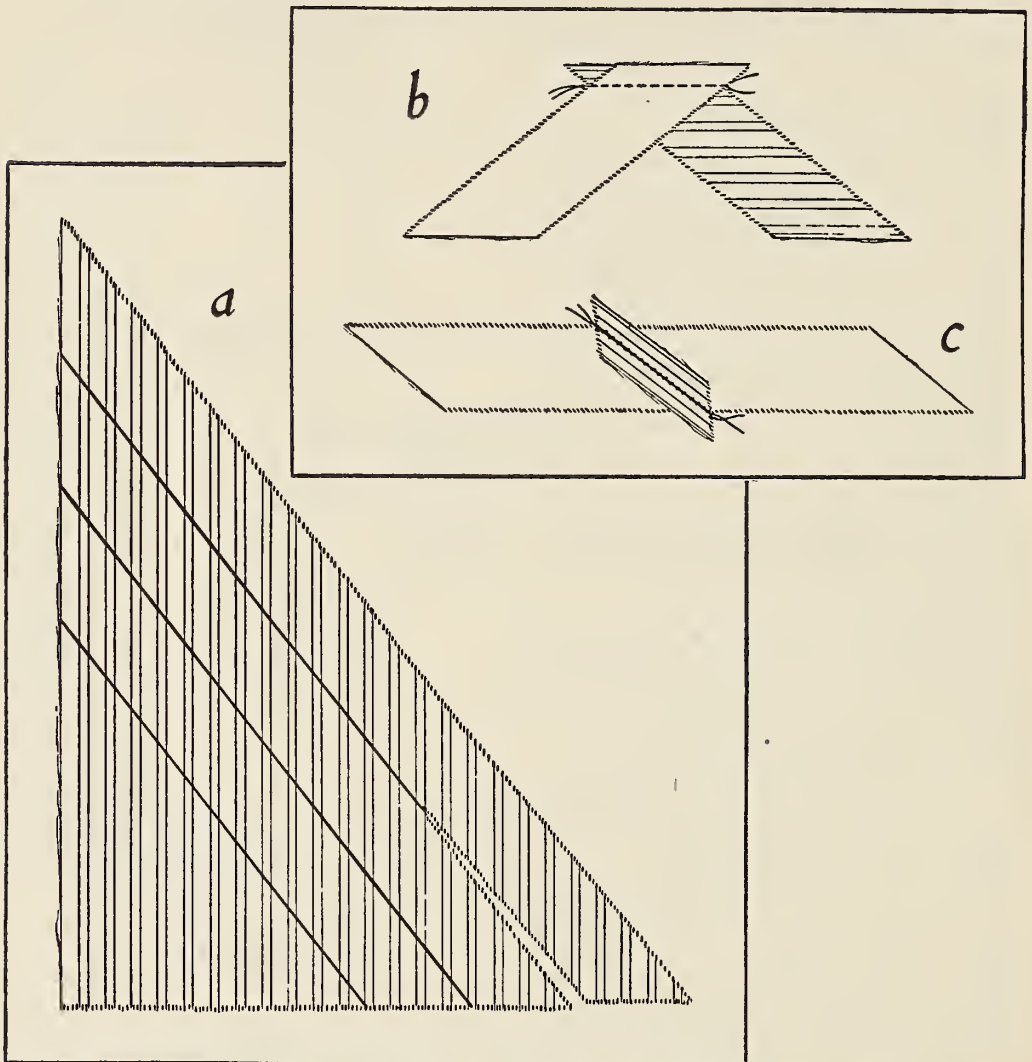
Look at other buttonholes and see how the ends are finished. You will see some with bars and some with stitches that fan out. Directions for these are given on page 251.



Making a buttonhole

1. How to hold the cloth when starting a buttonhole. 2. (a) How to make the buttonhole stitch. (b) A finished buttonhole with one fan-shaped end and one bar-end.

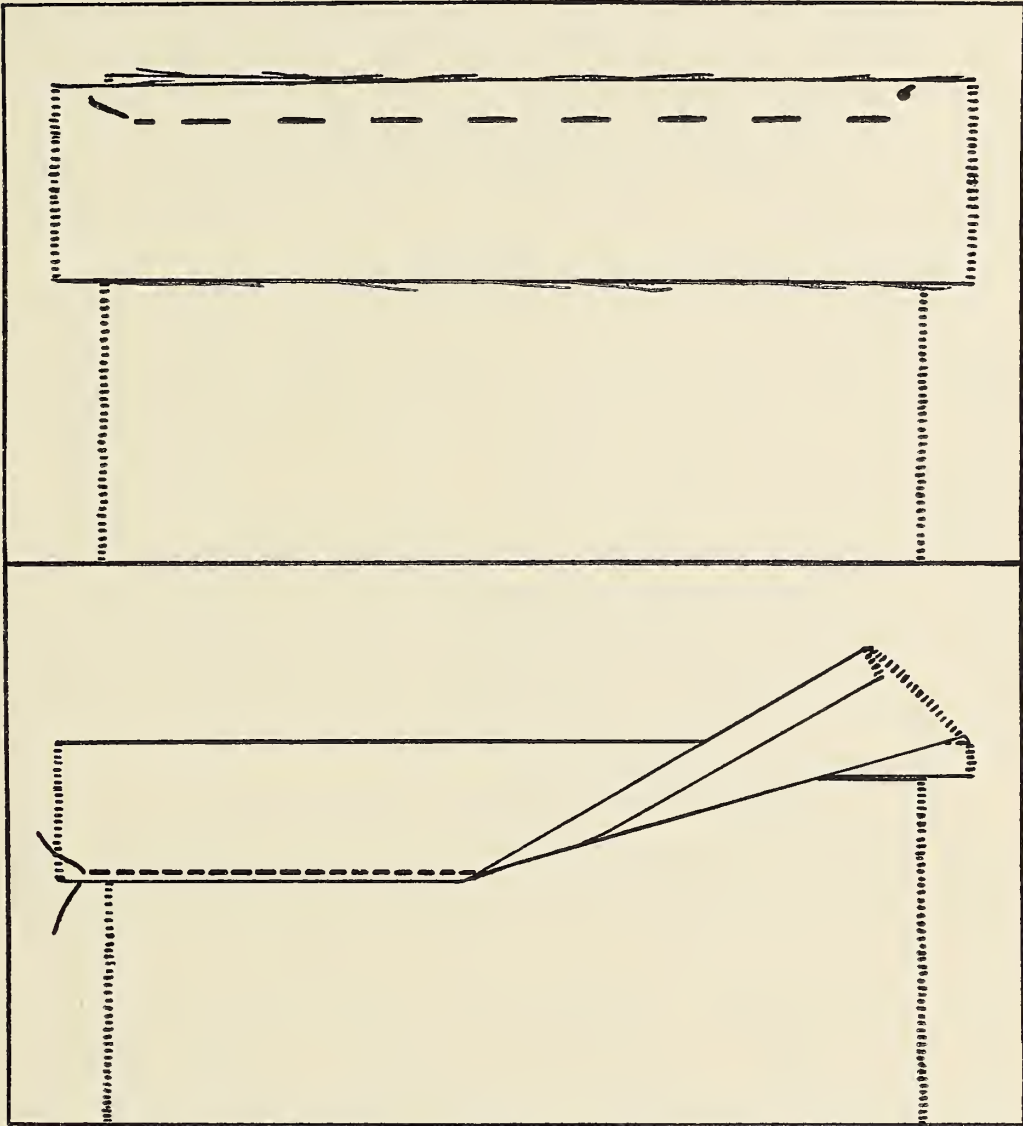
The top casing. Sometimes the top casing is made with a hem just like the bottom casing. Usually the top edge of the cloth curves so that it is easier to make the top casing by sewing on a separate piece of cloth called a facing. This strip of cloth should be a little wider than the elastic plus enough for two seams. This is often a piece cut on the bias threads of the cloth.



a. Cutting bias strips of cloth; *b.* Joining bias strips of cloth; *c.* The seam pressed open

Cutting bias. Cut a large square of cloth. Fold it over to make a triangle. Now cut off a strip along the longest side of the triangle, making the strip as wide as you need. Which way do the threads run on the strip? Try stretching one edge of the bias. It will stretch more than a strip of cloth cut straight up and down

or straight across the cloth. That is why it is good for facing or binding curved edges



Sewing on a facing

Joining bias. If the strips of bias are not long enough, join them together this way:

1. Lay two strips of bias right side up on the table. Fit the pointed ends together to make one long strip.
2. Pick up the two pieces, turning the right sides together inside and the raw edges of the ends of the strips together. Move the edges apart until a little pointed ear of cloth sticks out on each end.
3. Now stitch across the ends. When you open up the strips and press open the seam so that it lies flat, there should be a smooth even joining with no wide or narrow places in the strip.

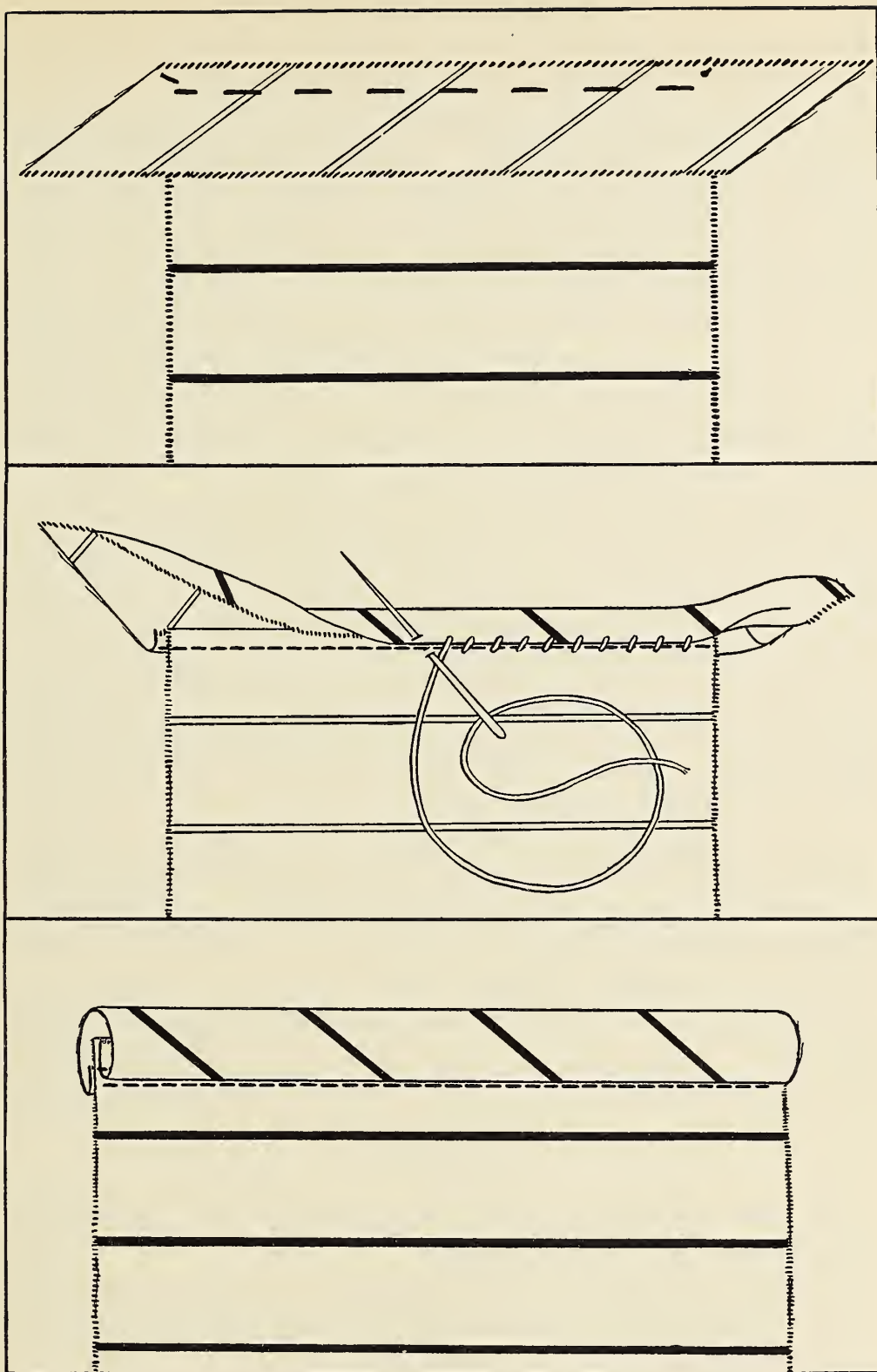
Sewing the facing on. Place the completed long strip of bias facing against the top of the bloomers on the right side with the pieced places in the bias strip on the uppermost side where you can see them. Stitch along the upper edges. Then turn the facing over to the wrong side, making the fold-over at the top come right on the first line of stitching. Pinch it in place. Then turn under the raw edge of the casing and stitch it in place. This stitching should be retraced and tied. This casing will need a buttonhole for the insertion of the elastic.

Pajamas. The trousers of pajamas will look just like bloomer legs except that the legs will be much longer. Open up your pajama pattern. Find the leg seams, the center front, the center back. You can put them together the same way as the bloomers and use the same kinds of seams.

Wide facings of different colored or figured material are often used to trim the lower edges of the pajama trouser legs. If this fits on a straight edge, it need not be bias. It will be easiest to handle the material if you sew on this colored facing before you sew up the leg seams of the trousers. Sew it to the wrong side first, matching the ends and lower edges, and then turn it up on the right side and stitch in place.

The pajama blouse or top. Finish the neck, sleeve, and bottom edges and do all you can before you sew up the side seams. The lower edge of the blouse may have a hem or a facing. The facing could be put on before the side seams are sewed. If the pajama blouse has set-in sleeves, put them in according to directions given on page 247. Neck facings may be cut just the size and shape of the neck hole, and are called "shaped facings." Sew the inside edges together with the facing on the wrong side, and then turn it out to the right side and stitch the edges. (See p. 231.)

Bias binding. Bias binding is often used for trimming on the neck and sleeve edges. Explain how to cut and join bias strips of cloth. (See p. 222.) Use strips about one inch wide. To make the binding, sew the bias strip along the neck or sleeve edge of the right side with the raw edges of the joinings in the strips uppermost. Stitch along the outside edge of the sleeve or neck. Fold the bias strip over to the wrong side, rolling in the raw edges to make a neat finish and baste them in place. If this edge is to be held in place by hand stitching, make the bias only



Sewing on bias binding

1. First step.
2. Finishing the binding by hand stitching (wrong side of material).
3. Finishing the binding by machine stitching (right side).

wide enough to reach just to the machine stitching where it shows on the wrong side of the garment. If this edge is to be held in place by machine stitching, make the bias roll a little wider so that it just covers the machine stitching. Baste in place, then turn the cloth over to the right side and stitch on the garment very close to the bias edge.

Ready-made binding. Ready-made bias binding has already been partly folded and needs only to be slipped over the raw edge of the garment, basted, and stitched together. Some people join ready-made binding by turning under the raw edges and sewing them over the first edge of the tape. This binding can be joined the same way as the home-cut bias binding.

Pockets. Cut a paper pattern until you find the size and shape of pocket you wish. Remember when making a pocket to allow extra material for the seams. Use a hem or a facing for the top edge. Pinch or baste under the other edges of the pocket.

Have you seen a little pointed ear of cloth sticking up at the top corners of a pocket? This can be prevented if you will turn the pocket over to the wrong side and cut in about one-half inch just above the stitching of the hem. Now push the raw edges of the pocket inside the fold of the hem.

Find the right place for the pocket, pin and then baste it in position. Most of the strain on a pocket comes at the upper sides. If you begin stitching at the upper edge of one side, both ends should be retraced to make it stronger.

Changes for other garments. How would you change your bloomer pattern to make short bloomers? To make bloomers with bands (wide binding) on the lower edges? To make shorts? Find other garments which could be made from a bloomer pattern.

PROBLEMS

1. Score the bloomers or pajamas you have made by the score card on page 215. Where have you improved? Compare the costs of your garments and of similar ones ready-made.

2. Make at home another pair of bloomers for yourself or for a little brother or sister. What new problems did you encounter? Tell how you solved them.

REFERENCES

1. *In this book:* Buttonholes, p. 251; New elastic, p. 35.
2. See references 1 to 6 at end of Section 1, p. 210.

SECTION 4—MAKING A DRESS

Making your own pattern. You have learned how to cut a new garment by an old one, and how to buy a pattern. Would you like to know how to cut a pattern of your own? A simple school dress made with kimono sleeves (sleeves cut in one piece with the dress) will be a good one to start on. Find pictures of as many different dresses made from this style of pattern as you can. Pick a dress you would like to copy.

Materials. Make a collection of gingham and cotton prints in style this season for school dresses. Test your samples as we have before to see if they are strong pieces of cloth. (See p. 211.) You should launder them to see how much they shrink and how the color looks after one laundering. To tell how much the sample shrinks, measure it or draw around it on a piece of paper before washing the sample. The sample should be washed in water with soap or washing powder just as you would have to wash the finished dress. Be sure to save part of the sample before laundering so that you can compare the color before and after the washing. Some materials are guaranteed by the manufacturer to be color fast and to have been shrunk. See if you can find samples of such materials.

Blocking the pattern—measurements. Use your long tape measure to take the measurements. Hold the tape snugly around yourself but not tightly. If you are growing very fast, it might be wise to make the pattern larger than you need it at present. Use the measurements just as they are to block the pattern. Then you can cut the material one or two inches larger all the way around the pattern. Write the measurements down on a piece of paper. Proceed as follows: ¹

1. *Bust measure.* Place the tape under your arms and around the largest part of your bust. Be sure the tape is straight across your back.

2. *Dress length.* Measure from the inside of your shoulder, the highest part next the neck, down the front to where the lower edge of the dress is to come. Have you grown so that you will need to make it longer than the dress you are wearing? Add to this length the number of inches you wish for the width of the hem. Measure several hems and decide on the width you wish to use.

3. *Shoulder to bust.* Measure from the highest part of your shoulder down the front to where you took your bust measure.

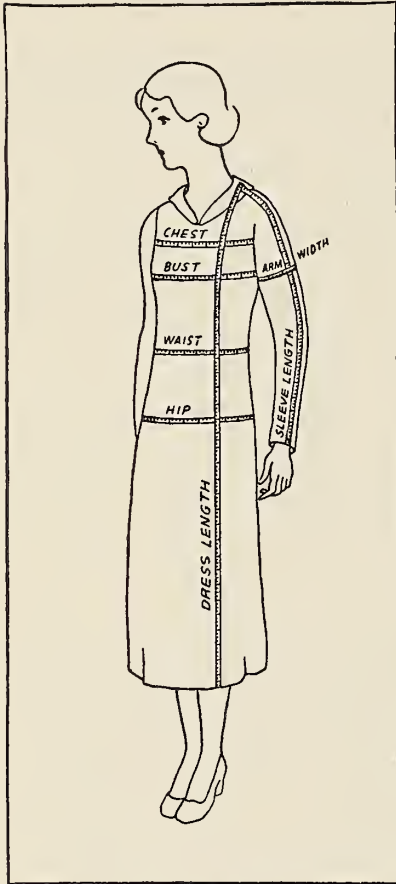
4. *Sleeve length.* Find the little bone at the center back of your neck. Measure

¹ Adapted from *Clothing Construction* by Brown, C. M., Gorham, E. R. Keever, A. I., Ginn and Co., Boston, 1927, p. 22 (revised edition).

from it over the shoulder and as far down the arm as you wish to make the sleeve come.

5. *Sleeve width.* Measure around the largest part of your arm, divide this measurement by two and then add 2 inches. The usual result is 6 or 7 inches.

6. *Width at bottom.* If you cannot decide how wide to make the bottom of the pattern, measure the dress you are wearing and divide the number of inches by four. How much pattern are you going to cut? A whole paper dress? One-half of a paper dress? One-fourth of a paper dress? Now, you see why we divide the width at the hem by four. About 12 inches is a common measurement for this width at the bottom.



Measurements

How much material? If the dress is to be fairly straight and simple, you will need twice your dress length plus hem and three or four inches extra to allow for straightening your material or for shrinkage.

Cutting the pattern. Use a piece of wrapping paper or newspapers pasted together to make a piece a little longer than the dress length plus hem. Let the top of the paper be the top of the sleeve, and the left side of the paper be the center front of the dress. From the upper left corner of the paper, measure across the top of the paper the sleeve length, and mark it on the paper. Measure down from that, mark the sleeve width, and draw a line down that far.

Now measure down on the left side of the paper (the center front of the dress) the shoulder-to-bust length, and mark it on the paper. Divide the bust or chest measure by four. (Why?) Measure across the paper from the shoulder-to-bust length mark one-fourth of the bust measure plus two inches and mark it on the paper.

From the upper left-hand corner of the paper, measure down the dress length you have chosen, and mark it. From this mark, measure across one-fourth of the lower width of the dress and draw a line across that far.

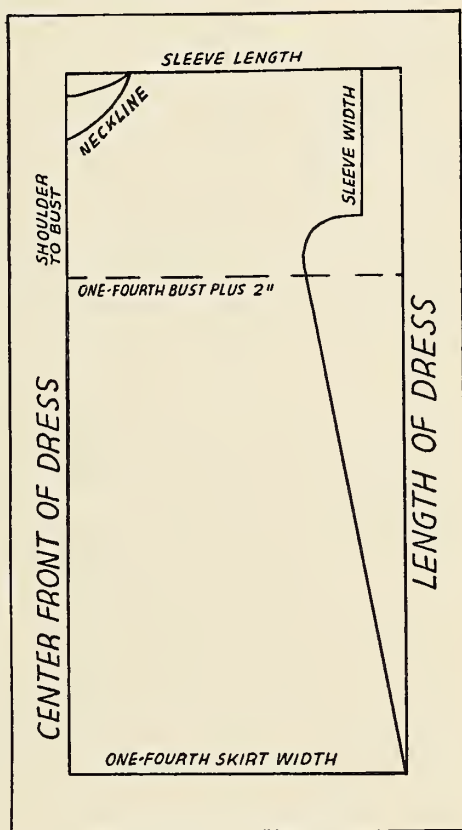
Now you are ready to draw the line for the long side seams. On the right side of the paper, begin at the end of the line for the sleeve width and draw a line curving in from the end of the sleeve to the mark for the width of the dress at the bust and then on down to the width at the lower edge.

Let us draw in the neckline next. Measure down from the upper left corner about one-half inch. Measure from the upper left corner across the top of the paper about two and a half inches. Draw a curving line to connect the two marks. A neckline is higher in the back than in the front. You may draw a lower curve for the front neckline now or wait and cut it to fit in the dress when you can try it on and then cut it out a little at a time until you have the size and shape you wish.

Plaits. If you would like a plaited skirt on your dress, measure down from your shoulder (the highest part next your neck) to where you want the plaits to begin. Add one-half inch for seam allowances and mark this on your pattern. Fold back the extra skirt length of the pattern and pin

it in place. Measure this extra skirt length and add one-half inch for seams, and a hem allowance (if you have not already planned for one). This length will be the length of the plaited part of the skirt.

How much of this plaited section will you need? That depends upon the amount of cloth you use to fold over for the edge of the plait. One way to decide will be to cut a long strip of paper the right length for the skirt part and then fold in the plaits just as you wish. Examine the plaited skirts you see in class. How deep are the folds for the plaits? Which way are the folds turned? Do the plaits come very close together or is there a space between?



Making a pattern

Choose a style of plaits you like. Crease the paper that way then lay the plaited paper up on the dress pattern to see if you have enough to reach across it. Pull the paper out flat and measure it. How much cloth will you need for the plaits? Is that more than the width of your material? If so, the plaited section may be pieced on the under edge of a plait. Use a plain seam and overcast. Draw a picture of your pattern laid on your material, showing just how much cloth you will need and where you will cut each part.

Cutting. Fold the cloth in the center crosswise and then in the center lengthwise—so that you have four thicknesses of cloth. Place the pattern on the material, the upper edge of the sleeve on the fold at the top, and the center front line on the lengthwise fold at the side. Pin the pattern in place. How much seam allowance was provided for in the pattern you bought? Three-eighths of an inch? This pattern will need a seam allowance also. Take a piece of chalk and mark the seam allowance wherever it is needed. Do you need to cut a belt or a collar? If so, where can you find a place for it on the material? Mark it on the cloth with chalk. You can cut the back neckline just as the pattern is pinned on the cloth. You will need to refold the cloth to cut the deeper curve of the front neckline.

Have your teacher check your work before you cut out your dress. (Check it yourself first.) Is the cloth folded evenly and smoothly? Is the pattern placed right on the edge of the top and side folds? Is the pattern pinned firmly in place? Trace with your finger around the edges you must cut. What extra pieces will you need? Where on the cloth have you planned to cut them?

Order of work. Let us plan what you will need to do first on your dress. It will be easier to finish the neck and everything possible on the dress while it is flat and then sew up the side seams. How many things can you do before you sew up the side seams on your dress? Finish the neck? Sleeves? Pocket? Put in the plaits in a plaited skirt?

When these things are done, you will be ready to pin or baste up the sides of your dress, see if it fits, and then sew in the side seams. If you have a skirt plaited all the way around, you will need to join it to the top part next. It will be a good idea to make the belt next so that you can put it on the dress when you measure

the hem. After the hem is in and any buttons or trimming sewed on, a final inspection should be made. Pressing will restore that look of fresh "newness" to your dress.

Make a list of the things you will do on your dress in the order you will need to do them. What can you get done today? Tomorrow? How much can you baste before you will need the machine again? What could you do if you had to wait for a machine or for your teacher's advice?

Neck finishes. Perhaps the hole you cut for a neckline is too small to get your head through it. Using a piece of chalk, mark on the cloth the shape of neck you wish. Experiment on a piece of paper. Cut a round neck, a V-neck, and a square neck to fit yourself. Perhaps you can take off the dress you have on and use it as a guide for the first neckline you cut. If you cannot do this, trim out the paper slowly a little at a time until you get the neck just the right size. Then lay this paper pattern on your cloth and cut out the neckline.

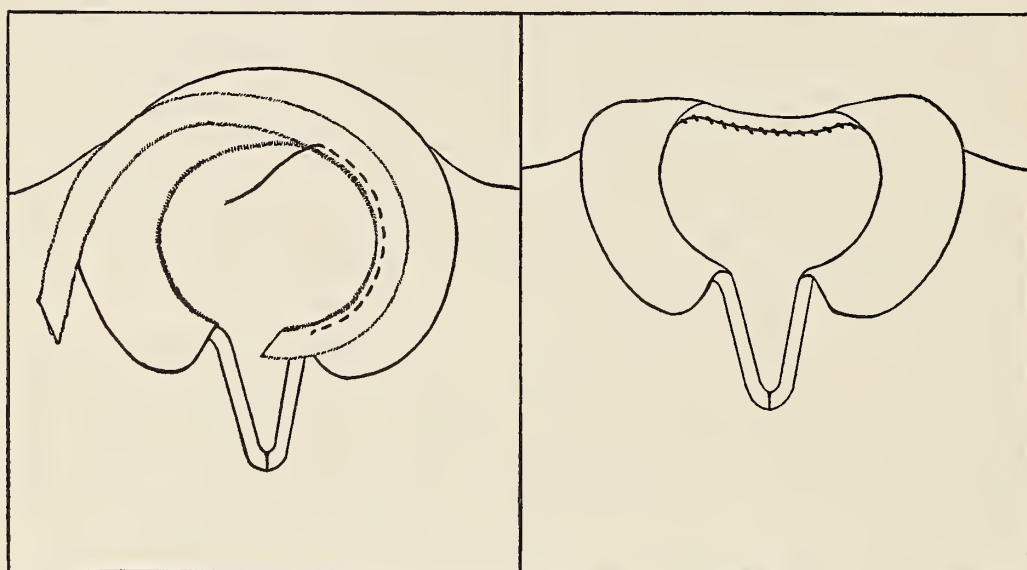
How do you wish to finish this neck edge? Binding is very attractive. You can use bias strips of the material or of a different color, or ready-made bias binding. If you have forgotten how to cut and put on bias binding, read page 224 again. You can use the same bias binding to trim the edges of the sleeves.

Facings. Facings make attractive trimmings. Lay the dress down on a piece of paper and trace around the neckline. Now draw on the paper the shape of facing you wish. It may be square to fit with a square neckline, round for a round neckline, curved in back and with a long pointed V in front for a V-neckline. Find pictures of attractive facings used to trim neck and sleeve edges. Might they be of different colored material? Of the same material with colored binding along one edge?

When you have the pattern for the facing drawn, cut the paper out, lay it on the cloth and cut out the facing. Remember that this facing must be a bit wider than the finished facing. Why? Lay this facing on the wrong side of the dress on the neckline. Pin or baste it in place so that it exactly fits the neckline. Stitch around this edge. Then push the facing through the neck hole and down on the right side of the dress. Smooth it down so that the first seam comes right on the neck edge. Pin it in place and then turn under the raw edge and sew it down to the dress.

If this outer edge is to be bound, baste the binding in place as you have learned, baste the whole facing and binding down to the cloth of the dress and then stitch them in place.

Collars. Perhaps you have a pattern for a collar you wish. The neck edge must be the same length as the dress neck. You can finish the edges of the collar with bias binding or with a tiny, neat hem. Another way is to cut two collars, sew them together around the outside edge and then turn them inside out so that the raw edges come inside. Cuff edges can be finished the same way.



1

2

Sewing on a shaped collar

Now the collar must be sewed to the dress. There are several ways to do this. One good way is to pin the collar in place with the inside raw edge next to the raw edge of the neck line. Place on top of the collar a strip of bias facing. Sew all three, facing, collar, and neck edge, together. Then turn the edge of the binding over the raw edges, and back on the wrong side. Turn under the raw edge of the binding and sew it down on the wrong side. Can you see how this holds the collar firmly in place and covers up all raw edges? Cuffs may be sewed on this way also.

Fitting. When you have done everything you can while the dress is still flat, pin the side seams together and try the dress on to see if it fits. You should remove your dress before trying on the new dress. Why? If the dress is very large for you, move in the pins until the dress fits. If the dress is very tight, making the

side seams very small will help. If the sleeves are too wide, making the underarm seam deeper will help. If the dress wrinkles in the back at the underarm curve, unpin the seam and push the cloth up so that it is a little full but does not wrinkle. Place the pins close together to hold the cloth until you can baste it.

Side seams. Will French seams be good ones for your material? Be sure to curve the seam under the arm from the sleeve down the side of the dress. If the seam turns a corner sharply, the dress will wrinkle there. (See p. 212.)

Putting skirt and waist together. Fold in the plaits and pin them in place. It will be easy to do this on the ironing board. Pin the plaits at the top, then pull the cloth down, stretching it taut, and pin the plait in place at the lower edge, sticking the pins into the ironing-board pad. Then press the plaits in place, take out the pins, and baste the plaits across the top to hold the folds in place. (See p. 45.)

Put the skirt section against the top part, side seams touching, the raw edges on the wrong side of the dress. You can finish these raw edges with a binding. Stitch them all together the first time—blouse, skirt, and binding. Show how to hold them.

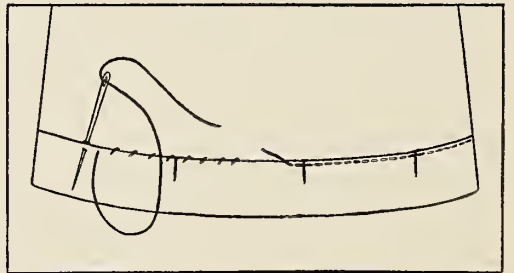
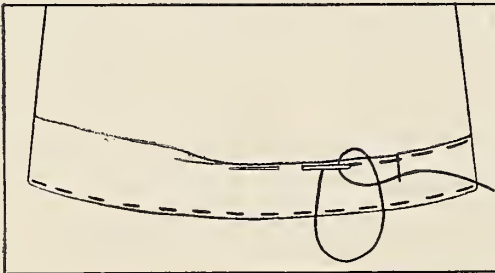
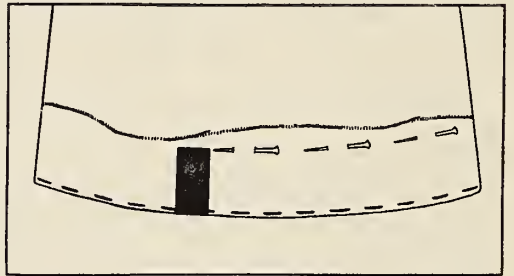
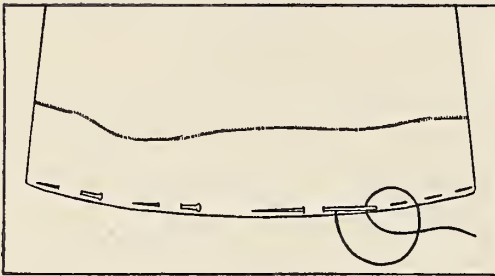
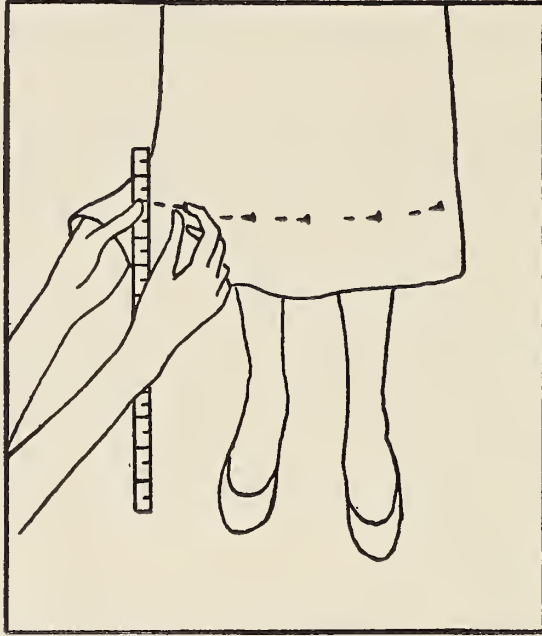
Another way to put skirt and waist together is to let the blouse edge extend farther than the skirt edge at the first stitching. Now, fold this long edge over the short one, turning under the edge to hide all raw edges. After basting this edge in place, stitch it on the machine.

Belts. The cloth for a belt is usually cut twice as wide as the finished belt. Fold the cloth with the two raw edges together. Stitch across one end and up the side where the raw edges are. Now turn the belt inside out and sew up the unfinished end. Turning can be done over a small stick or by fastening a safety pin in one end of the belt and running it through the belt just as you would put in an elastic.

Buckles usually have to have one end of the belt looped over the bar of the buckle and this loop sewed fast against the belt.

Hems. Put on your dress and fasten the belt in place. How long do you wish the new dress to be? Turn up part of the skirt and pin it in place, experimenting until you find the length you

like. Now stand straight while someone marks this length all the way around. You can use a yardstick to measure the distance from the floor to the length you wish. Be sure to stand



Hemming a dress

1. Measuring and marking the hem. 2. Turning up the hem on the marked line. Baste near the lower edge. 3. Marking the hem allowance for trimming to an even width. 4. Basting in the top fold. Lay small plaits if needed. 5. Finishing the hem by hand or machine stitching.

straight. It will be easier to measure if you stand on a small platform.

When you take the dress off, fold up the cloth exactly on the

pin or chalk marks and pin it in place close to the lower edge. Might it be well to try the dress on again? Why? Then cut a gauge (p. 209) the width of the hem and mark this width all the way around the hem allowance. Trim off the extra cloth, being very careful to hold this edge away from the dress so that you do not cut it.

When the hem is all cut to an even length, fold under the raw edge, pin, and then baste it in place. If you have extra cloth, make a neat little plait in the hem to hold it in place. Stitch the hem close to the edge but not right on it.

Finishing. Inspect your dress carefully to see if there is anything unfinished. Pull out all the bastings, tie all the threads and clip them. Can you find anything else that needs attention? Perhaps you will want to fasten the belt on the dress. Examine belt slides and decide how to fasten your belt in place. Perhaps just a tacking, a few stitches over and over on the underneath side, will be enough to hold the belt. If you have forgotten how to sew on snaps, turn to page 35.

Press your dress carefully. (See p. 44.) Press collar and sleeves first, then the upper part of the dress, and last the lower part of the dress.

Choosing what to wear with your dress. Study the dresses shown on the models in stores or the pictures of dresses in pattern books. Notice the shoes and stockings shown with each dress. Read pages 59 and 60 on "Appropriateness" again. What color stockings will look well with your dress? What kind and color of shoes will look well with your dress? Perhaps you have decided to buy a belt or tie instead of making one. Are you going to choose a color that harmonizes with the dress by repeating some color used in the dress material, or are you going to use a contrasting color? What other things will you wear with the dress? Will they help to make the whole outfit more attractive?

PROBLEMS

1. Score the dresses in the class, using the score card below. Pretend you are the judges at a fair and award first, second, and third places. Should you be able to give reasons for your choices?

2. Have a style show. Let each girl wear her dress, being careful to wear with it things which make it most attractive, and careful that her own body grooming increases the general feeling of attractiveness.

Let each girl walk before the class, turning slowly to display the dress, and then explain to the class why she chose that color and those lines, and give the cost of the dress in time and in money. Good posture will add to the attractiveness of a dress when it is displayed.

SCORE CARD FOR DRESSES ¹

1. Materials and trimmings used (30 points is a perfect score)	
a. Suitable to design and purpose of dress.....	15
b. Durability of cloth and trimmings.....	10
c. How well it will wash or clean.....	5
2. Design and color (30 points is a perfect score)	
a. Suitable to the occasion.....	10
b. Individuality (unusual, different from others).....	10
c. Beauty of line and color.....	10
3. Workmanship (30 points is a perfect score)	
a. Choice and neatness of seams, hems, finishes, etc.....	15
b. Perfection of stitching (hand or machine).....	15
4. General appearance of dress (10 points is a perfect score)	
a. Cleanliness.....	5
b. Pressing.....	5
Total	100

REFERENCES

1. *In this book*: About cloth, p. 211; Appropriate clothing, p. 59; Pockets, p. 226; French seams, p. 212; Sewing on snaps, p. 35.
2. See references 1 to 6 at end of Section 1, p. 210.

SECTION 5—MAKING A DRESS FROM A PATTERN

Choosing a design. When you buy a dress, you study it very carefully to see if the design is a good one for you and if it suits your needs. You will need to consider the same things in choosing a design for a dress you are going to make. You can try the ready-made dress on, but you must judge from the pictures if the design of a pattern is a good one for you. Some people stand before a mirror and look at the picture of the pattern and try to imagine what the design would look like on them.

Buying a pattern. Patterns for girls' and women's clothes are bought by the age or by the size. Each design has a number also. Women's pattern sizes are given by the bust, hip, or waist measure. Girls' patterns are bought by age or by the same measurements. Some girls are large for their age; some small for

¹ Adapted from score cards for judging clothing selection or construction of the United States Department of Agriculture (Misc. Circular No. 90).

their age. For this reason it is sometimes better to buy a pattern for a girl by size rather than by age. To take a bust measure, put the tape measure around the fullest part of the bust, raise it a little in the back, and, holding the tapeline in place but not tight, read to the nearest inch.

Patterns made by different manufacturers have different characteristics and you will need to choose a pattern which best fits your purpose or preference at the time. Some makes of patterns are made in even numbered sizes only (30, 32, 34, etc.), and some are made in more sizes (30, 31, 32, etc.). Most makes of patterns are designed for average figures, but some are made for special types of figures (large-hip, slant-shoulder, etc.). A more expensive pattern usually is made in more sizes, has a newer or more exclusive design, very complete cutting and sewing directions, and its pieces are cut very carefully to reliable measurement.

Choosing material. Look again at the pictures of your pattern. The envelope may show several ways to make the dress from the same pattern. These are usually marked "View A," "View B," "View C," etc. When you have chosen the view you wish to use, look carefully at the picture. Is the material shown in the picture plain or figured? What are the trimmings? If you change from those shown in the picture, you may be disappointed in the result. Some designs have beautiful lines. If you should make such a pattern in figured material, the lines of a dress will not show much against the lines of the figures in the material. Many pattern envelopes have a list of materials recommended for that design.

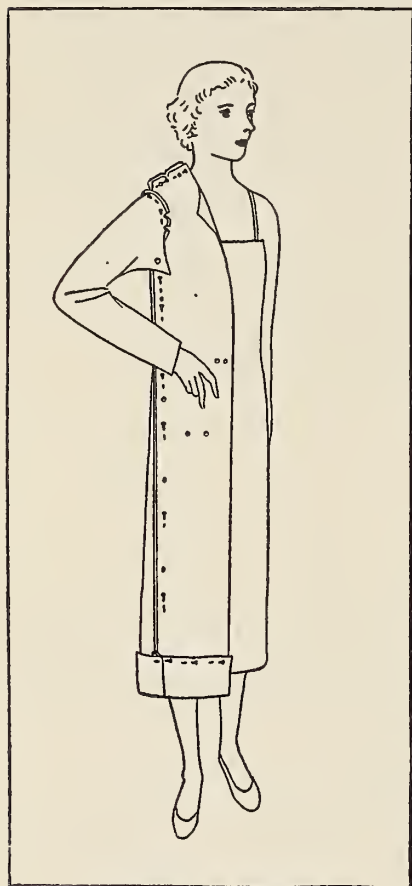
Can you choose strong cloth that will wear and wash well? Read again page 211 and test your sample by No. 4. Try washing a small sample. Does the color fade? Does it shrink? (See p. 227.) Some cotton and rayon cloths shrink quite a little when washed. It is wise to shrink such cloth before you make the dress unless it is labeled "pre-shrunk."¹ Wet the cloth thoroughly. Squeeze (don't wring) the extra water out. Wrinkle it as little as possible. Roll it up in a big towel. Let it stand all night and then iron it dry.

How much material? Find the place on your pattern envelope which tells how much material to buy. Make a list of the materials and amounts you will need and talk it over with your

¹ Sometimes this label means completely shrunk, sometimes only partly shrunk.

mother and with your teacher. How much will your dress cost? Does this sum seem a reasonable amount? Not too large a sum for a young dressmaker?

Testing the pattern. Study pages 216 and 217 until you know what the signs on your pattern mean. Find the picture of the



Testing a pattern

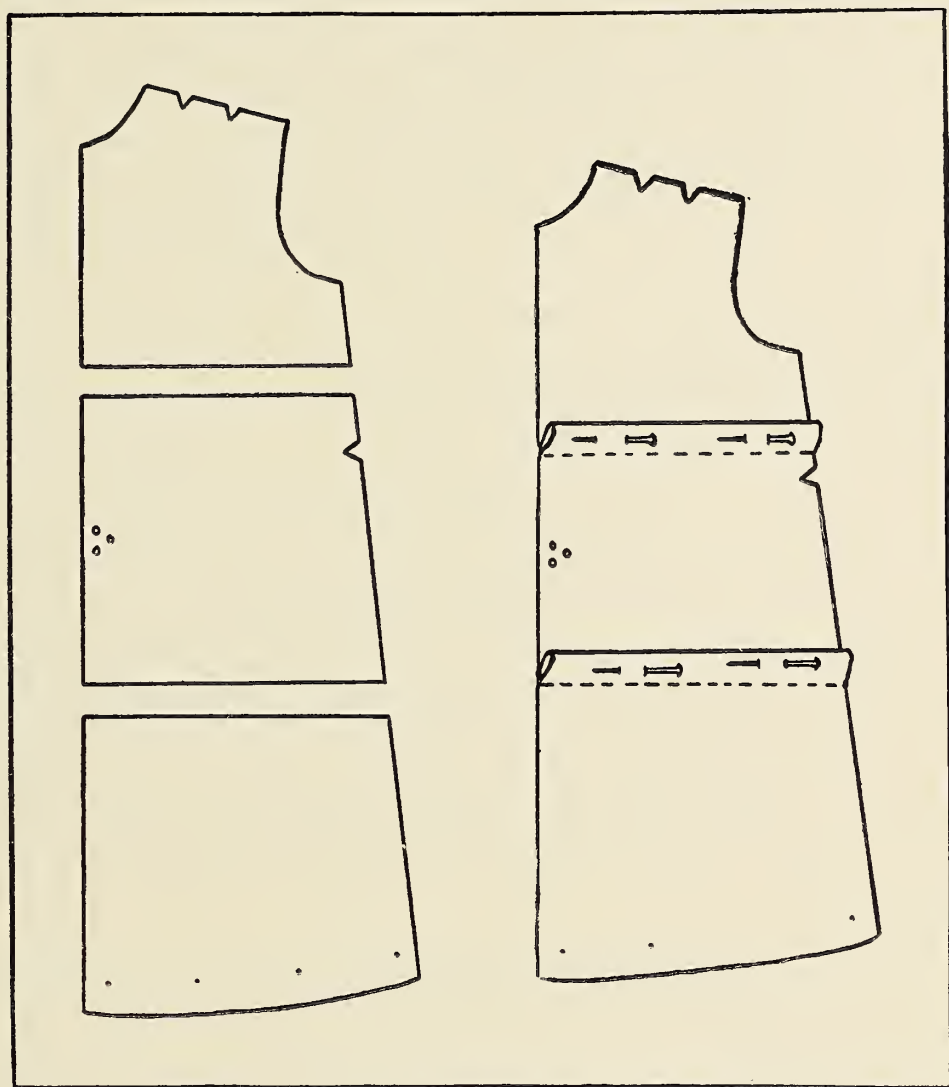
pieces of your pattern. Which ones will you need for the view you have chosen? Pick those out and put all the pieces you do not need back in the envelope out of the way. Study the instructions until you know how the pieces go together; then pin them together on the seam lines so that you have half a tissue-paper dress. Pin the sleeve seam up, but do not try to put the sleeve in the armhole.

Width. Now try on the tissue-paper dress. Put it on over a slip just as you intend to wear the dress. Hold it in place. Look in the mirror. Does the tissue paper come right to the center in front? In the back? If the pattern seems too large—reaches far past the center of the back or of the front—or if it is too small—does not quite reach the center—you will need to change it. Cut the piece of the pattern down the center of the paper and pin in a strip

of paper to make it larger. Fold a plait in the pattern paper (down the center) to make the pattern smaller. If the pattern must be altered much in width, it is wise to do this in two places rather than in one so as to keep the proportions the same.

Length. If the tissue-paper dress seems too long, you will need to shorten it by folding up part of it in a plait or tuck clear across the pattern pieces. If the pattern is much too long, it is usually best to make two small tucks in the tissue paper, one above the waist and one below. Would the waistline come in the right place if you took all the extra length off at the hem? Why not?

If the tissue-paper dress seems too short, you will need to lengthen it by cutting the pattern across and setting in an extra piece of paper. You can pin or paste it in. It is usually wise to add the extra paper in two places, one above the waistline and



Altering a pattern for length

the other across the skirt part of the pattern. Suppose your pattern had a high waistline and in making the dress longer you set in a six inch extra piece of paper above the waistline. Would you still have a high waistline? When you have altered the pattern front so that it is the right length, make the same changes on the pattern for the back of the dress.

Sleeves. Try on the sleeve pattern that you have pinned together. Pull the top part (cap) of the sleeve well up on your arm.

Does the sleeve seem comfortably wide? Turn up the seam allowance at the bottom of the sleeve. Does the sleeve seem a comfortable length and does the fullness at the elbow come right where your elbow is? Remember that the cloth will not seem as bulky as the tissue paper.

If the sleeve must be lengthened, cut the pattern above the elbow and below it, setting in extra strips of paper to make it come as far down on your arm as you wish. Putting in pieces both above and below the elbow keeps the proportions of the sleeve the same. If the sleeve must be shortened, fold over, or make plaits in the pattern in the same places, both above and below the elbow.

If the sleeve must be wider, draw a line straight down the sleeve beginning at the center of the top cap. Cut the sleeve open on this line and spread it apart a little. Paste or pin in an extra piece of paper. If the sleeve must be narrower, fold the pattern on the center line. Redraw the top curving line of the sleeve cap. (The plait may have made it too narrow.) Straighten the top and bottom edges where the edge of the fold sticks out.

Cutting. Find the layout for your width material and the view you have chosen. Mark it so that it will be easy to find again. Study the layout picture and the shapes of the pieces of the pattern so that you can get them pinned in place just where they should go. Study "Cutting," page 219, until you know how to cut out your dress. Before cutting, check your work with your pattern layout:

1. Do you have all the pieces of the pattern you need placed on the material?
2. Is each piece placed so as to get the correct grain of the material? (See p. 217 "Rows of Holes.")
3. Are pieces which are to be double placed on folds? (See p. 217 "Place on Fold.")
4. Have you left room some place else on the material for pieces which must be cut out again? Some people draw around such a piece and move it to its second place on the goods.

Tailor tacks. You have already learned how to cut notches so as to mark the pieces which sew together (p. 216, "Notches" and p. 219, "Cutting"). Sometimes it is necessary to mark special places like the place for pockets and plaits. If you wish to mark through two thicknesses of material, you will need to know how to

make "Tailor Tacks." When the dress is cut out, do not unpin the pattern from the cloth at once. Thread your needle with a long double thread. Take a stitch through the hole or perforation in the pattern. Take the second stitch in the next hole. Do not pull the thread up tight, but leave a loop of thread. When the holes are close together, carry the thread over to the next stitch. When the line is all marked, clip the thread loops between the holes. Pull the two thicknesses of cloth apart a little and carefully cut the threads in two. This will leave little bunches of thread marking the line.

What to do next. Study the instruction sheet for your pattern. Take pencil and paper and make a list of the things you will need to do to make your dress, placing them in the order in which you plan to do them. Here is one girl's list for a simple one-piece dress:

1. Sew top front yoke to front of dress
2. Set in plaits
3. Make and sew on pockets
4. Test or fit and sew in shoulder seams
5. Neck facing and tie
6. Sleeves—make and sew in
7. Side seams—test or fit and sew in
8. Belt
9. Hem—measure, mark, and sew in
10. Finishing—snaps, tacking the belt in place, etc.
11. Final inspection and pressing

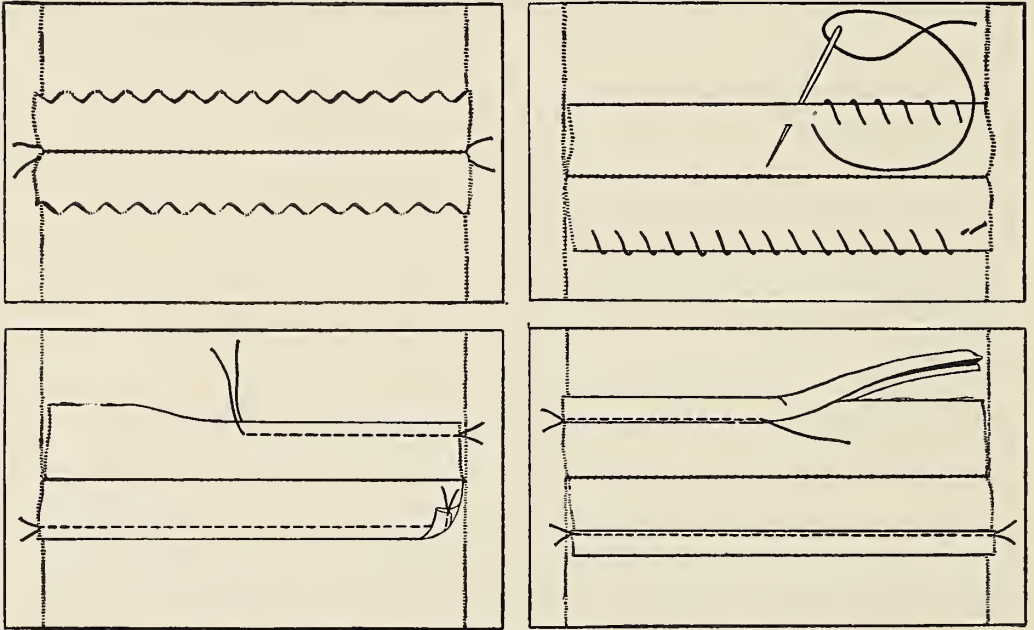
Check your list carefully to be sure you have not forgotten anything. Can you see how this girl has planned to do as many things as possible while the dress can still be spread out flat—before the side seams are sewed? It is easier to manage a smaller piece of cloth that can be spread out flat than a bulky one. What things can you do on your dress before you sew up the side seams? Get several things ready before you go to the machine to stitch or before you ask your teacher's advice.

After a day or two of work you will be able to plan about how much you can do each day. Then you may like to try a race with yourself—try to beat your own record. It is very easy to do poor work when you hurry too much. At the end of each day's work, check up with your list, cross off what you have finished and plan the next day's work.

Many of the things you will do in making your dress have been discussed on the following pages:

Basting	209	Cuffs	232
Belts	233	Facings	231
Bias:		Finishing	235
cutting	222	Hems	234
joining	223	Pockets	226
sewing on	224	Pressing	44
ready-made	226	Seams:	
Buttons	34	plain	242
Casings for		French	212
elastic	221	flat-fell	220
Collars	231		

Plain seams. Many of the ready-made dresses you see are made with plain seams. You will find plain seams best when the



Making plain seams

1. Plain seam with edges pinked and pressed open.
2. Plain seam pressed open and edges overcast.
3. Plain seam with edges stitched.
4. Plain seam with edges bound.

material is heavy and bulky or when it does not fray out easily on raw edges; also when the material is very light and transparent so that a heavy seam would show through the material.

To make a plain seam, place the two right sides of the material together and stitch them so that the raw edges of the seam are on the wrong side of the garment. These seams are easiest to handle when made from one to three inches wide. If the material does not fray badly, the raw edges of the plain seam may be

pinked with a pinking machine or notched with your scissors and the seam pressed open. The raw edges may also be bound or overcast or edge-stitched. For instructions for binding see page 224. To edge-stitch a plain seam in very transparent material, press the plain seam open, turn the raw edge under once about one-eighth inch and stitch it.

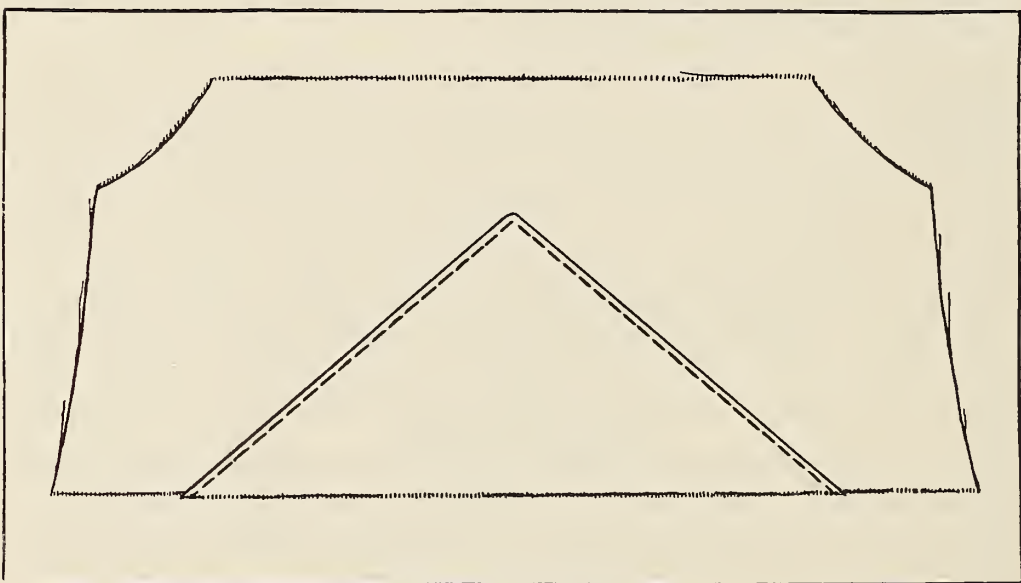
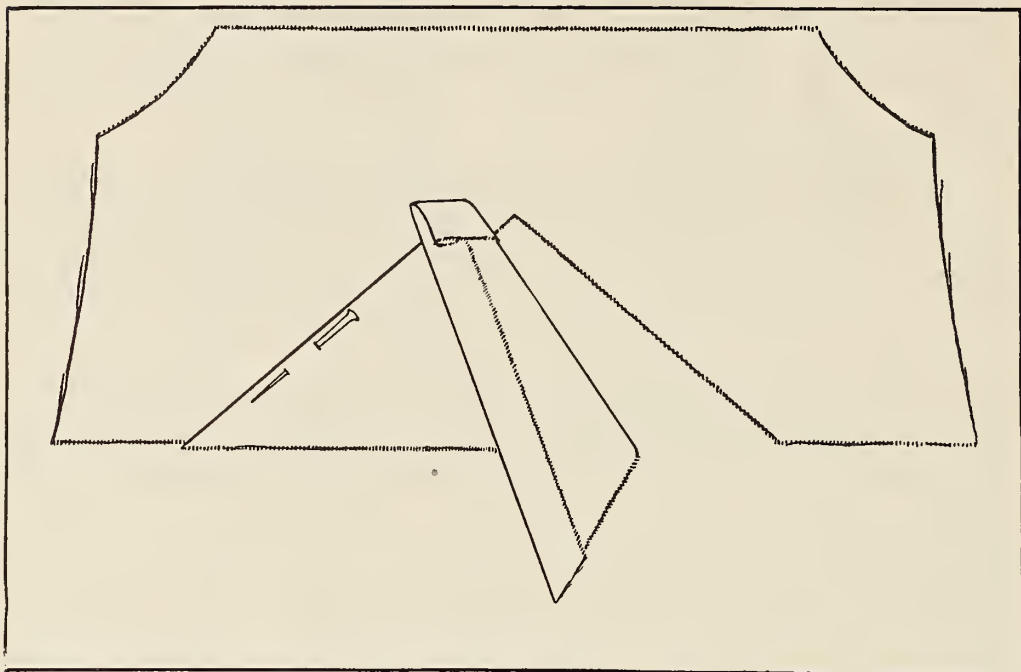
Overcasting. If the material frays very badly, stitch it close to the raw edge with the machine. Then thread your needle with thread matching the cloth and finish the edge by stitching over and over it with slanting stitches. Begin with two short stitches or a hidden knot and work from right to left. Hold the cloth with the raw edges at the top. Stick the needle up through the cloth, pointing toward the left. Draw the thread up so that it lies smoothly over the edge but not tight. Take another stitch in front and to the left of the first one, pulling the thread over so that it makes a slanting stitch over the edge. The stitches should be short or long depending upon the heaviness of the cloth and the width of the seam. You can sew faster by taking several stitches over the edge at once. Be careful to let the thread lie loosely over the edge of the cloth.

Lap seams. Sometimes an unusual-shaped yoke or piece of a dress is more easily sewed to the rest of the dress with a lap seam. Pin the two pieces of cloth in place at first, matching the notches as you go. Fold one edge under, lay it upon the other, baste and stitch along the folded edge. Turn corners and curves very carefully in order to keep the beauty of the pattern lines. (See p. 244.)

Collars. Study the collars on the dresses worn by members of the class. You will see at least two main kinds: collars that seem to be made of a straight strip of cloth, and collars that are shaped to fit the neck. Collars made of a straight strip of cloth sometimes have scarf ends, or can be worn fastened high near the throat or can be left open. The shaped collars may lie flat around the neck or may roll up in the back.

The straight strip collar is usually made double. The strip should be twice as wide as the finished collar plus two seam allowances. Fold the collar with the right sides together and stitch across the ends. Such collars show part of the wrong side of the dress front when the collar is not fastened up high. For this reason the neck opening is usually finished with a facing.

Baste the facing to the right side of the dress and stitch around the opening. The stitching around the end of the opening may



Making a lap seam

1. Folding under the edge. 2. The fold stitched in place.

be square, rounding, or pointed. Whichever way you choose to stitch it, make two or three little cuts from the opening almost to the stitching so that the facing will turn over to the wrong side without puckering. When turned to the wrong side, the raw

edges of the facing may be finished by hemming, overcasting, or turning the edge under once and stitching it.

To sew on the strip collar. Place the raw edge of the upper, or right side of the collar, against the wrong side of the dress neck. Match the center backs of both neck of the dress and the collar, and sew the two edges together. Now turn the loose edge of the collar over the raw edges and sew it by hand along the line of the first machine stitching.

Fitting. "That dress fits you very well," says the saleslady. What does she mean? She means that the dress is long enough and wide enough for you and that it fits your body without any unusual puffs or wrinkles which are not fashionable. Judging the length of the dress and of the sleeves is not hard. It will be easiest if you stand in front of a full-length mirror.

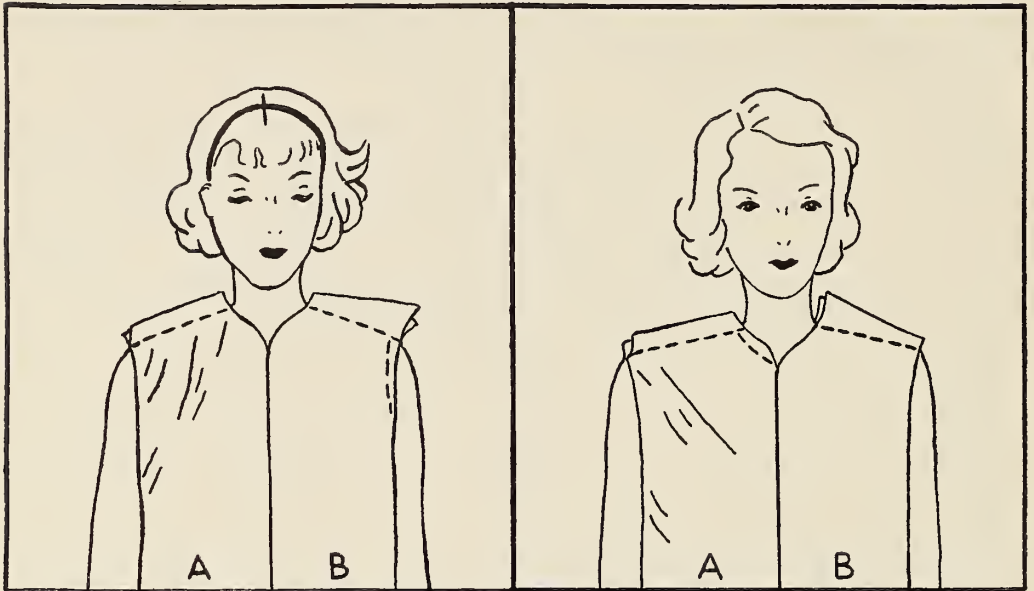
When buying a dress you will want to be sure that it is wide enough across the front chest and back chest, from armhole to armhole, big enough in the armhole, wide enough at the elbow, wide enough across the hips, and wide enough across the bottom so that you can walk comfortably.

Experience and careful study will teach you many things about fitting. Just now, three places to watch for wrinkles are: the neck, the shoulders, and the sleeves of a dress. Many people who are making a dress divide the work of fitting into three parts: first they fit the neck and shoulders and the underarm seams; next the sleeves; and last they decide on and mark the length of the hem. What sewing would you need to have ready before the first fitting? Before the second? Before the third? Have you included the fittings in your plan of work? (See p. 241.)

Neck and shoulder lines. Suppose the neckline of a dress seems uncomfortable and wrinkles and pulls. Trim it down gradually to a comfortable line. If the neckline seems much too large and the dress seems loose around the neck, try making it smaller by taking deeper shoulder seams.

Sometimes the shoulder line of the pattern slants and the person's shoulder is shaped almost square. Try holding your shoulder up so that it looks square. Can you see the extra cloth near the neck and the wrinkles there? Make the shoulder seam deeper near the neck and slant it out gradually near the armhole.

Notice the wrinkles disappear! Sometimes the person's shoulder slants much more than the pattern. Try holding your shoulder so that it slants this way. See the extra cloth near the armhole and the wrinkles there. Make the shoulder seam deeper near the armhole and watch these wrinkles disappear.



Fitting slanting and square shoulders

A. Before; B. After.

Sleeves and armholes. Feel the end of your shoulder. Can you find the little knob of bone there? That is where the top of the armhole should come. From there the line should run straight down in front and in the back four or five inches and then curve in under the arm. Take a piece of chalk and draw armhole lines on your partner's dress or place pins around an armhole to show this line.

The sleeve, when placed in the armhole, should have the up and down threads of the cloth running straight up and down when you hold your arm straight down. See the tip or cap at the top of the sleeve. Can you see how this would puff out if the cap were too long? You can remedy this by taking a little off the top of the cap. Can you see how the sleeve would draw and pull if the cap were too short? You could make it a little longer by making the seam at the top of the armhole very small.

Making the sleeve. Find the front and the back curves of the top of the sleeve. Fold over the two sleeves, pin them along

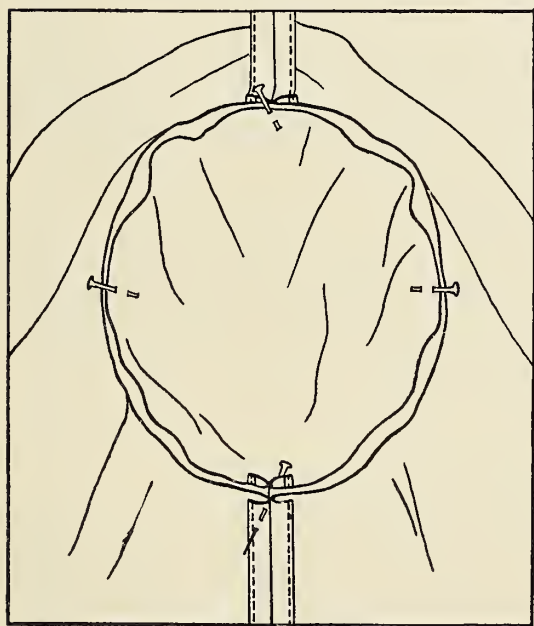
the side seams, and try them on. This is to make sure you do not make them both for the same arm! What seams do you choose to use on your sleeve? Why? An opening at the bottom may be finished with a small binding or a tiny hem. Cuffs may be sewed on much like collars, as described on page 232.

Setting in the sleeve. Mark with a pin the highest and the lowest parts of the armhole. The lowest one is usually on or near the underarm seam. Find the highest part of the sleeve (the center longest part of the cap) and the lowest part (right opposite the highest part) and mark them with pins. Hold the dress up to you and then find the right sleeve for each arm. Have the sleeve right side out and pin it into the armhole with the raw



A good armhole line

edges inside. Pin the highest parts of the sleeve to corresponding parts of the armhole. Begin at the lowest part and pin in the sleeve. The sleeve will often be larger than the armhole. Much of the fullness can be eased in, or "held full," especially across the upper half of the sleeve. When the sleeve is all pinned in, slip on the dress to see if it fits correctly. (See p. 246.) If it is necessary to change the sleeves, slip off the dress, move the pins, and then try it on again.



Setting in a sleeve

When the sleeve is satisfactorily pinned in, baste it in place and sew it with a plain seam, and finish with a binding or by overcasting.

Hems. Measuring and marking a hem and stitching

it on the machine have been discussed on pages 208 and 234. If your material is fine or of a weave which would help to hide stitches, you may like to put in the hem on your dress by hand. When the

hem is basted in, take a needle and thread and stick up through the fold of the hem so that the knot is hidden under the fold. Now fasten the fold to the dress with tiny slanting stitches. It will help you if you use a fine needle, thread that matches the dress material well, and catch only a few threads on each stitch. After you have taken a few stitches, examine your work to see that the stitches are not too long and that you are not pulling the thread too tight. (See p. 234.)

Finishing. Study "Finishing" on page 235 and "Pressing" on page 44. Find the picture of your pattern again. What things are shown with the dress? A hat? A purse? A scarf? Beads? Much of the style of the dress may come from the proper choice of "accessories," as they are called. Have you some of these accessories to wear with your dress? Careful planning will often make one set of accessories do for several dresses.

PROBLEMS

1. Examine several dresses to see how they are finished. Make a list of all the things that have been done in finishing them. Report to class some clever and unusual ways of finishing, sewing on buttons, making button loops, etc.

2. Wear your dresses in class. Discuss each dress as to fit, finishing, general appearance, suitability to the wearer, etc. Did you get some good suggestions to help make your dress prettier? What were they?

REFERENCES

1. *In this book:* Buying clothes, p. 61; Appropriate clothing, p. 59; Altering patterns, p. 238; About cloth, p. 211; The layout, p. 218; Cutting, p. 219; Pattern symbols, p. 216; Binding, p. 224; Buying a dress, p. 65; Hems, p. 208; Finishing, p. 235.

2. See references at end of Section 1, p. 210.

SECTION 6—CHILDREN'S CLOTHING

Baby clothes. On page 321 is a list of the garments that go into a layette. Of these things, the baby's mother often makes the bands, the diapers, the nightgowns, the petticoats or "gertrudes," and the dresses. In your grandmother's time, no one thought of making the petticoats and bands of anything but woolen cloth. Is your house as cold and drafty as Grandmother's house was? Even the shirts which we choose for baby now are

usually only part wool. Rayon or silk or cotton combined with the wool helps to make it softer to baby's skin and easier to wash because the mixture does not shrink as much as all wool. Would a baby born in the summer need as warm clothing as a baby born in the winter? If the baby born in the winter lives in a warm house, what difference will the cold climate make?

Materials. Cotton flannelette makes good material for bands, nightdresses, gertrudes, and diapers. Bird's-eye diaper material makes good diapers for warm weather. Many people still prefer to use part-wool baby flannels for the bands and often for the gertrudes. Nainsook and batiste make nice dresses and slips. Get samples of these materials and examine them. How wide are they and how much do they cost?

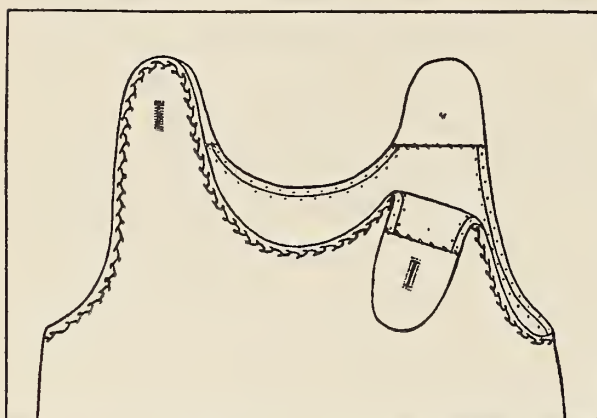
Bands. The first band baby wears is a straight strip of cloth about six inches wide and twenty-seven inches long. It is used to hold the dressing on the navel. The navel heals in ten days or two weeks and then baby may graduate to shoulder-strap bands, a kind of sleeveless shirt. Since the first bands are used for so short a time, they are often simply torn from the piece of baby flannel and the edges pinked or notched with the scissors to keep them from raveling too badly. Bands may be fastened with safety pins or tied with tape sewed to the band.

Diapers. Diapers are usually made eighteen to twenty-four or twenty-seven inches square and then folded the size wished. Some people make two dozen of the eighteen inch size to use when baby is very little; others prefer to make all large ones and fold them smaller until baby grows larger.

Mark the size with a pin and tear the material across, cutting two or three inches in before tearing. The two raw edges are finished with a small, soft hem. Baste or pinch the hem in place and then stitch it on the machine. Be sure to retrace at the corners, stitching around the corner in the shape of a little square. This makes the corners stronger so that they do not tear out so easily when washed.

Gertrudes. A gertrude is a petticoat that opens on the shoulders, making it easy to put on and take off. It was designed by a doctor who named it after his little girl. The sides of the gertrude may be French seamed or flat felled. (See pp. 212 and 220.) Try to keep the seams small but soft.

The gertrudes may be about twenty to twenty-two inches long. Baste in the hem, making it from one-fourth to one inch wide.



Finishing the top of the gertrude style of baby skirt

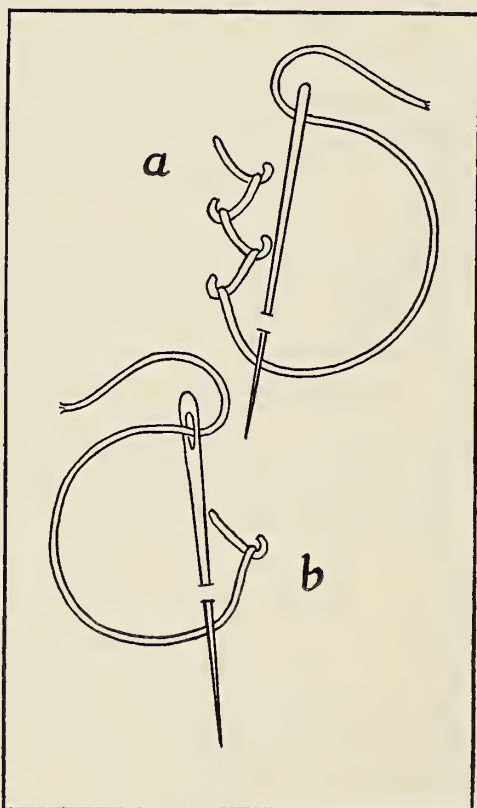
This hem may be stitched on the machine, put in by hand, featherstitched, or crocheted over.

Featherstitching.

Featherstitching with colored thread (pale pinks, pale blues, etc.) makes an attractive trimming for baby clothes.

The featherstitch is made of a set of slanting

stitches, one on one side and the next on the other side of an imaginary line. The folded edge of a hem might serve as the line. Work toward you. Stick the needle up on the left side of the hem. Pull the thread around in a big loop and hold it with the left thumb. Take a small slanting stitch on the other side of the hem into the cloth and out over the loop of thread. Point the needle toward the left thumb. Pull this thread loop up until it lies flat on the top of the cloth. Pull the thread around toward the other side to make a new loop, hold it with the left thumb as before, take a small slanting stitch pointing to the right and pull the thread up again. Practice featherstitching on a scrap of cloth until you can make each stitch the same distance apart and until you can make the rows of stitches follow right along behind each other in a long straight or gently curving line, whichever you need.



The featherstitch

a. A stitch on the right side. b. A stitch on the left side.

Can you see how the rows of little stitches into the cloth will hold the hem in place?

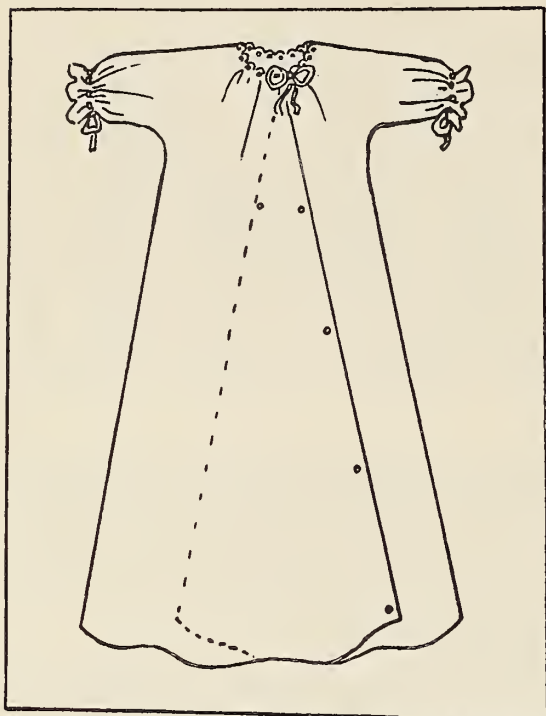
Reinforcements. The top part of the gertrude may be hemmed or bound or faced with a narrow, bias strip of cloth. Sometimes featherstitching or crocheting is used to hold the tiny hem in place. The first thing to do is to cut four small pieces of cloth to reinforce the shoulder straps. Mark around one of the straps to get a pattern. It should be the same size as the strap and about three inches long. If the top is to be bound, baste the extra pieces on the wrong side of the strap and hem the lower edge down. Can you tell how to put the binding on? (See p. 224.)

If the top is to be hemmed, sew the reinforcement to the right side, turn it over to the wrong side and hem the lower edge to the slip as you would a facing. Baste the hem in place, turning it carefully as you near the reinforcement. Then the hem is ready to be stitched or featherstitched, etc.

Buttons and buttonholes. On the back shoulder straps, sew a small pearl button. If you have forgotten how to sew on a button which gets hard wear, turn to page 34. On each of the two front shoulder straps work a buttonhole. Lay the front strap over the back one and mark with a pin the place where the buttonhole should come. Fold the cloth over and cut a small hole there. Try it over the button to see if it is the right size. This buttonhole usually stays fastened better if it is cut up and down instead of crosswise. Study the directions for making a buttonhole on page 221. When you have worked the buttonhole down to one end, take a stitch or two across the end, the length of two of the buttonhole stitches, stick the needle up at one end of this loop of thread and buttonhole over it across to the other side. Make these stitches the same size as the others. When the "bar" is finished, stick back to the edge of the hole and continue the buttonholing. Finish with a bar at the other end of the buttonhole also. Some people use washable cotton or silk ribbon ties instead of the buttons and buttonholes. Can you tell how to sew them on? (See p. 34.)

Making a nightie for baby. Baby's nightgowns may be plain white, or they may be made with colored facings or trimmed with a row or two of featherstitching something like a little kimono.

Which would be easier to put on baby: a nightie that opened all the way down the front or one that opened only a few inches?



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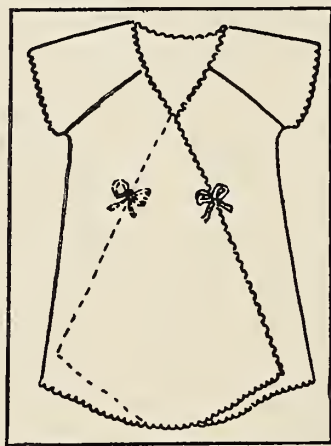
A style of nightgown recommended by the United States Bureau of Home Economics

width at the lower edge about nine inches. Make the neck about two inches wide and one inch deep on the fold. Then cut one side open down the center for the front.

This nightie may have a tiny hem up the front opening and around the neck. The ties (ribbon or cotton tape about six inches long) may be basted in with the hem and held in place by its stitching, or may be sewed on by hand afterwards. (See p. 34.) Which will be the easier: to hem the tiny sleeves (about one-fourth to one-half inch hem) next or wait until after the side seams are sewed? What kind of seams do you think might be used on the side? (See p. 212.) Next hem the bottom of the nightgown.

Make an original design for using featherstitching on the garment. Draw a picture showing where you would place the trimming.

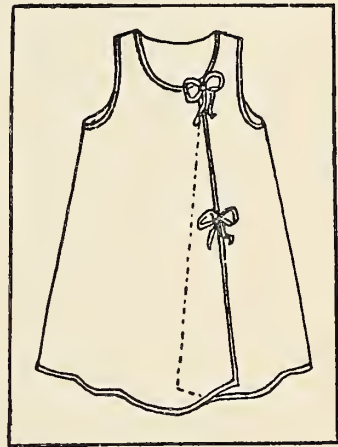
One of the simplest nightgowns for a baby is made with a kimono sleeve and opens down the front, being held together at the top by three ties. You could cut the pattern for it by following the directions on page 228. Make the chest measure not less than seven inches (four times seven is twenty-eight inches around) and the sleeve about five inches wide and twelve inches long from the neck, and the nightie about twenty-three to twenty-eight inches long, including one inch allowed for the hem, and the



Courtesy of U. S. Bureau of Home Economics

A raglan-sleeve dress recommended by the United States Bureau of Home Economics

Colored facings. When you have the nightgown cut out, open it up and lay it flat on a piece of paper. Trace the shape of the front opening and the neck. Remove the nightgown and draw the outside line as far over as you wish the facing to be wide. Remember to add a seam allowance on both sides when you cut it out. This will make the pattern for the facings. Cut these facings out of colored flannel. Sew them to the wrong side along the front opening and around the neck. Stitch them down working from the right side. The facings will turn more easily and lie flat without puckering if you clip or slash the raw edges of the cloth almost up to the seam stitching around the curves of the neck. When you turn the facing over, you will need to pinch the folded edge very carefully so that the stitching comes right in the edge. Smooth out the facing, turn the edge under, baste it down, and stitch. This stitching will show. Suggest several ways to make it good looking. (See p. 202.) Featherstitching might be used to hold the edge of the facing down. The ties may be sewed on by hand afterwards or basted and stitched in with the facing the first time it is stitched.



*Courtesy of U. S. Bureau of
Home Economics*

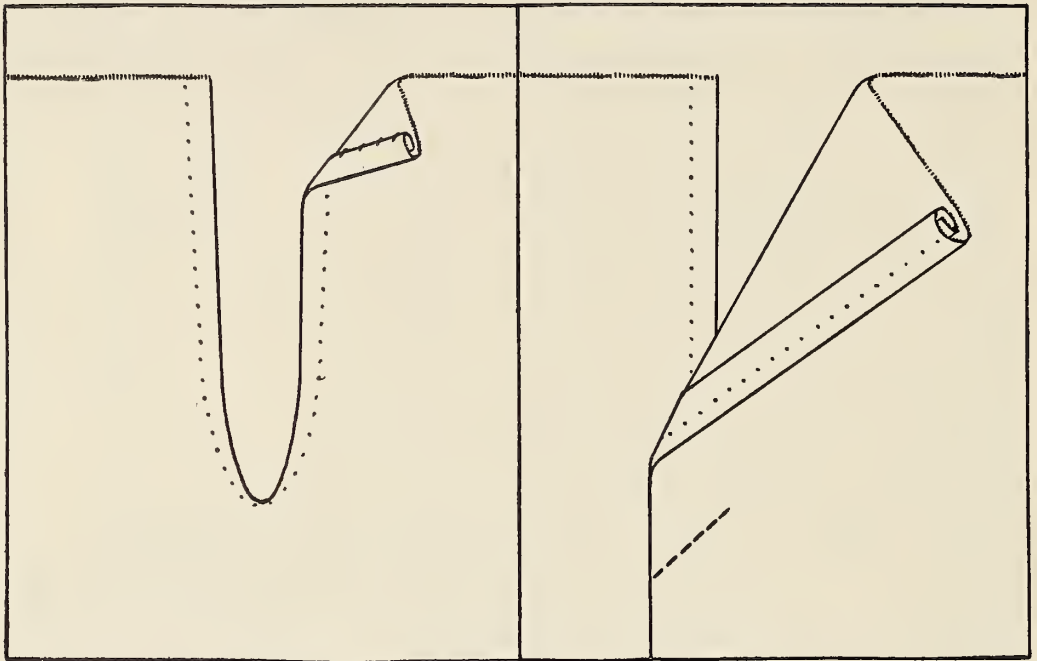
A sleeveless dress recommended by the United States Bureau of Home Economics

Sleeves. If the pattern for a baby dress has sleeves, it will be easier to set the tiny pieces in before sewing up the side seams. (See p. 246.) Narrow French seams are usually used. Could you finish the lower edges of the sleeves next? What finish are you using to hold in the fullness? A cuff? (See p. 232.) A binding? (See p. 224.) A plain band—just a wide binding? The neck opening or placket and the finishing of the neck may be done before sewing up the underarm seam.

Neck finishes. The raglan-sleeve dress is often gathered to the right size and then finished with a narrow white or colored binding (see p. 224) or with two small round collars. These collars are often made double, sewed together and then turned right side out, or made single and finished with a small hem or a binding on the outside edges. It is best to sew these collars to the neck edge with a narrow bias facing. (See p. 232.) On fine

material remember to use a fine machine needle, fine thread, and short stitches.

The placket. Before you finish sewing on the collars, put in the dress opening at the center back. Cut down the center back as far as your pattern shows. Some people like this opening as deep as eight inches.



Step 1

Step 2

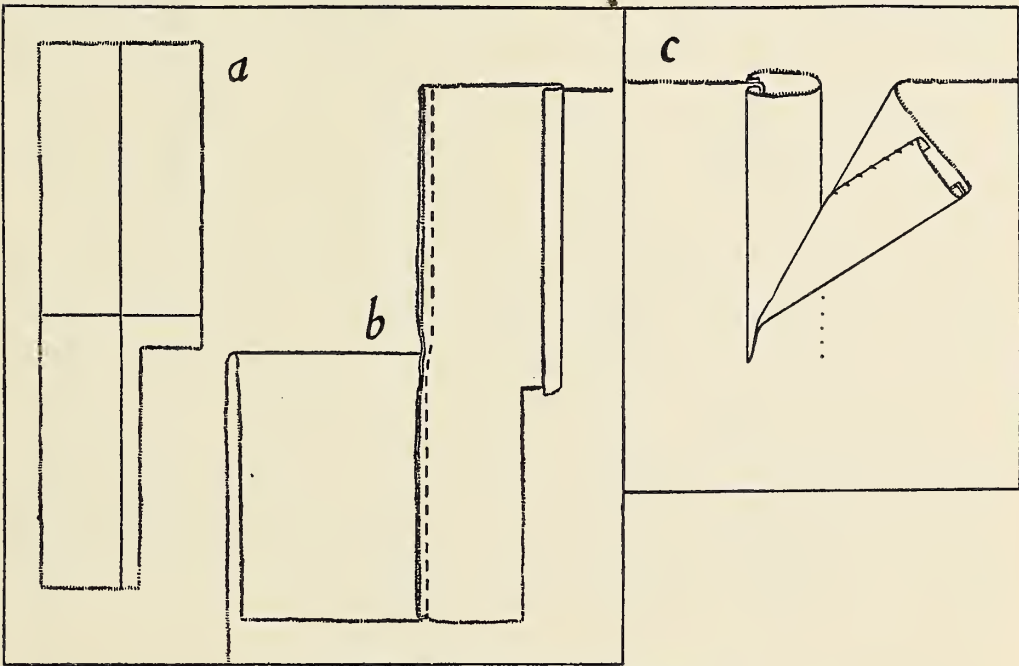
The placket with a plait

The placket with a plait. Put a narrow hem on each side of the placket. Fold under the hem which is to go on top of the other, so that a small plait is made in the back of the garment, and the top part of the plait covers over the underhem. Hold this plait in place with a short slanting line of stitching at the lower end of the placket. Have you seen plackets like this? Where?

The placket with a continuous facing. Cut a straight strip of cloth twice the length of the placket and about one and a half inches wide. Crease the center of this strip both crosswise and lengthwise. Now cut away the cloth one-fourth inch back from the center crease that runs lengthwise down to and out about one-fourth inch from the center crease that runs crosswise. Now place the facing on the right side of the neck opening and stitch the straight edge of the strip all the way around the opening.

The hardest place will be at the end of the opening. It is easiest to do this part by hand, holding the facing close to the edge and easing in the little extra fullness. Use a backstitch to hold it firmly.

Turn the facing to the wrong side and pinch it in place along the edges of the stitching. Turn the short edge of the strip down to the cloth and stitch it in place (with the edge turned under) to make a facing for the top edge of the placket. The under



A placket with a continuous facing

a. The facing, cut and folded. *b.* The facing sewed to the opening. *c.* The finished placket.

edge of the placket needs an extension to reach under the top edge, so we turn the wide part of the strip back to the first row of stitching that side of the opening and sew it down like a wide binding. Have you seen such plackets used on panties, and bloomers? Can you see where to put the buttons and button-holes on the placket? Use small flat buttons. Usually two, one at the top and one about halfway down the placket, are enough.

The backstitch. You will want to use a very strong hand stitch around the bottom of the placket opening. Your grandmother must have used the backstitch before the days of sewing machines. Stick the needle up from the underside of the cloth. Take a short stitch down into the cloth and up again. Now go back over this space, sticking down exactly where the first stitch

went down. Stick up the length of a stitch beyond the last needle hole. Now repeat the process, going back over the last space and up a stitch beyond each time. The top side of this backstitch should look like a row of machine stitching. The underside should show a row of overlapping loops of thread.

If you are using handwork on some place which does not need such strong stitching, you can hurry up a bit by sticking ahead two spaces each time and back and down in the center of this longer space. This leaves a stitch-and-a-space, a stitch-and-a-space, on top like a row of even basting stitches, but has a row of loops underneath to make it strong. This is called the half-backstitch. Can you see why? You can also make two or three stitches and then a backstitch. This is called a combination stitch. What does it combine? Where could you use it?

Hems and trimmings. Hems on very dainty material are often put in by hand. Read again page 247. If the hem is to be machine stitched, what changes in your machine and thread would you make from what you usually use?

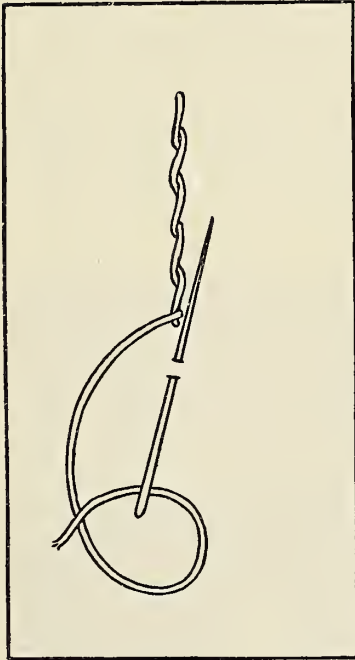
Dainty embroidery is often used for trimmings. If you use featherstitching, the stitches should be tiny and the thread fine. Featherstitching may be used on the edges of the collars and around the neck, down between tucks, and around the hem. Other stitches that make pretty trimmings are:

Outline stitch. This stitch can be used across gathers to hold them in place, on the edges of collars and cuffs, or hems or in embroidering flower and leaf designs. Work from left to right. Stick the needle up through the cloth. Take a short stitch backward, pointing the needle toward the left thumb. Pull this stitch up, repeat the process, taking a stitch back toward the left each time. Use very short stitches to go around curves and sharp points. Throw the thread on the same side each time.

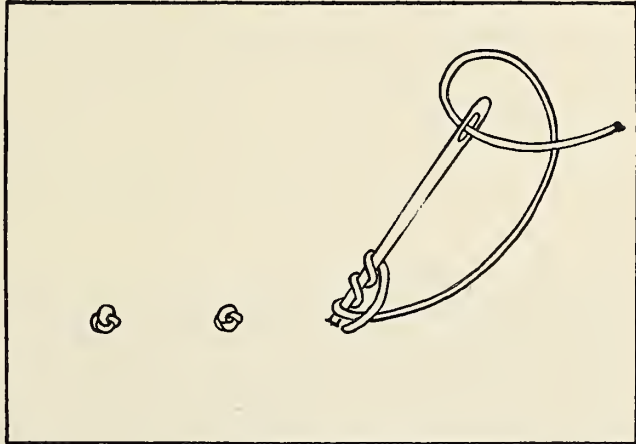
French knots. French knots are used as the centers of flowers, in clusters to make flowers, in rows around the edges of collars and cuffs and to hold tucks or hems in place. Take a couple of stitches over in the same place to hold the thread. Wrap the thread once or twice around the needle. Using the thumb and first finger of your left hand, hold the thread so that it pulls up tight and close to the needle where it goes into the cloth. Then hold the knot steady against the cloth with the thumb and first finger of the left hand while you pull the thread down firmly. Stick the needle up where the next knot is to be and repeat the process.

Blanket stitch. People sometimes mistake this stitch for a buttonhole stitch. It may be used around collars, cuffs, and hems, etc. Work from left to right. Stick the needle up on the edge of the cloth or where you wish the bottom line

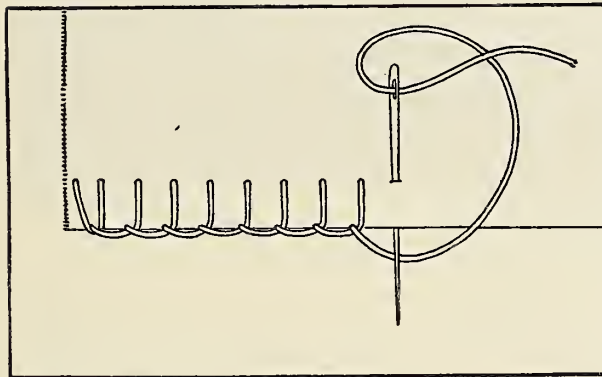
of the row of stitching to come. Hold the thread with the left thumb. Take a stitch down toward you and pull the needle up across the loop of thread. Pull the thread up so that the loop lies flat on the surface of the cloth and take another stitch as before. Keep the stitches an even distance apart. The length of the stitches may be varied. Make a pattern of your own, using a combination of



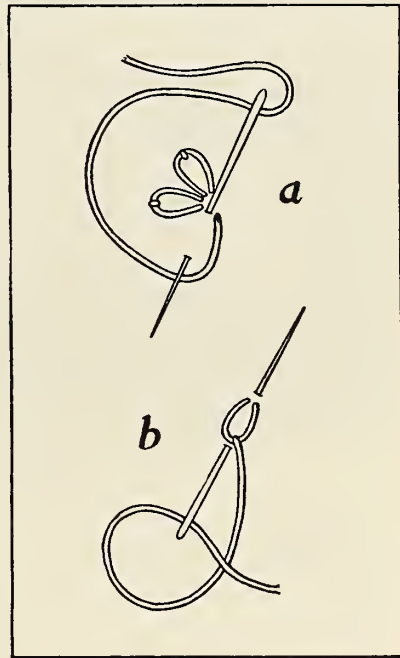
1



2



3



4

Embroidery stitches

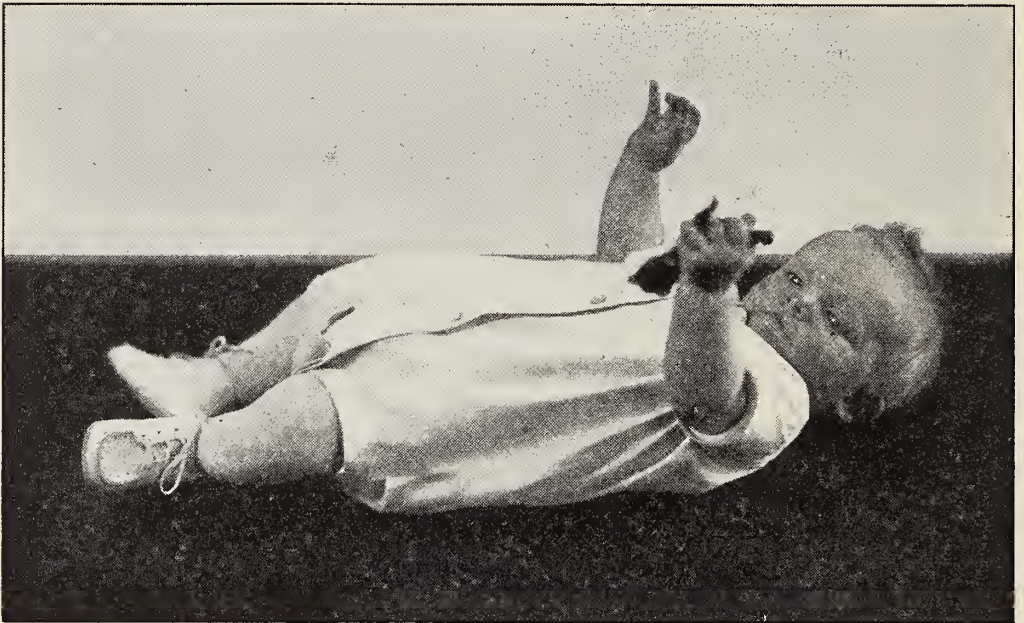
1. Outline stitch. 2. French knots. 3. Blanket stitch. 4. Lazy-daisy stitch.

different lengths of stitches. Fasten the thread by bringing it to the wrong side and taking a couple of stitches over in the same place.

The lazy daisy. This stitch may be used to make little flowers and leaves. It is a set of loops held in place by a stitch at the bottom of each loop and you must arrange the loops to make the leaves or petals of the flower. Bring the needle up through the cloth at the inner end of the leaf or petal, holding the

thread with the left thumb. Stick the needle down right beside where it first came up, and out the length of the leaf. To hold the loop in place, take a short stitch by sticking the needle down over the lower edge of the loop.

Chain stitch. A chain stitch is made much like the lazy daisy stitch. Hold the thread with the left thumb and stick the needle down beside where it first came out and down the length of a loop or chain. Pull the needle out over the loop of thread. Pull the thread down into place. Throw the thread around in a loop again and, holding it with the left thumb, place the needle down in the loop beside where the thread came up. Then take a stitch through the loop as before. This stitch can be used to outline designs or to make a border for collars, cuffs, hems, etc. There are many other embroidery stitches. Make some original designs for using decorative stitches to trim baby dresses.



Courtesy of U. S. Bureau of Home Economics

Rompers for a small child

Rompers. When Baby begins to crawl, his underclothes need the additional protection of a dress-and-trousers-together garment that we call rompers. Colored gingham, chambray, cotton crêpes, broadcloth, etc., make good stout material for rompers. For the baby who is still wearing diapers, the envelope romper or the side-opening romper will be easiest to handle.

The envelope romper has a piece sewed to the back at the lower edge. This piece laps over the front and fastens with three to five buttons along the edge of the flap. Use wide bands on the legs instead of elastic. Put the bands on as you would a wide binding. Some people make the flap double and some only face

it around the edges, where the buttonholes must be placed. If you use the narrow facing, make it of bias strips about one and a half inches wide. When you turn the facing to the wrong side, fold a small plait in it at the tip of the flap so that the facing lies flat. If you have forgotten how to cut bias, study pages 222-223. Can you tell how to make the rest of the romper? Suggest some ways to finish the sleeves and the neck. Tell how to put the placket in for the neck opening. (See p. 254.) Find some interesting ways to trim rompers.

The back-opening romper. The back-opening romper or the drop-seat romper is used for the older child who has learned toilet habits. Those for boys may be opened all the way down the front also. Face back these two sides of the front as you learned on pages 224 and 231. Then close the opening with buttons and buttonholes. Use large buttons which are not so smooth that baby will have a hard time getting hold of them. Sew them on with a long shank or neck of thread. (See p. 34.) Make the boy's romper as tailored and masculine as you can. Flat-stitched facings on the necks will be easier to iron than collars. Be sure to put on one or two pockets. These may be patch pockets like those described on page 226. Straight short legs will be easy to hem and will be comfortable.



Courtesy of U. S. Bureau of Home Economics
Rompers for an older child

The drop seat may look new and strange to make, but it is not hard to do. The first thing is to make plackets on each side like those described on page 255. If these plackets are made quite deep, it will be easier for the child to manage his clothes when he goes

to the toilet. Sometimes the upper part of the romper back extends below the drop seat a little. In that case, put a tiny hem in the lower edge of this piece and then stitch a piece of tape or a strip of cloth about an inch wide to the underneath side up across where the buttons are to be sewed. This will make the cloth stronger so that the buttons do not pull out so easily.

The back part of the drop seat must be gathered into a band. If you do not have a pattern for this, measure the distance across



Courtesy of U. S. Bureau of Home Economics
The design of the romper worn by the older child

the back and add allowances for two seams. Make the band twice as wide as you want it when finished, plus two seam allowances, about two to two and one-half inches altogether.

Find the center of the band and of the drop seat and crease each one. Now match the ends together and the center creases together and pin them on the right side. The ends of the band should extend beyond the end of the drop seat the width of a seam allowance.

Gather the drop seat to the length of the band, baste the two together and stitch them. Turn the band over, fold the edges under and the ends in and stitch to position. Place the buttonholes near the ends of the band so that the child can more easily reach them. Cut the buttonholes up and down so that they will stay fastened and use a strong bar end. (See p. 251.)

Girls' rompers. Rompers for girls are made in much the same way, except that they may have gayer colors and more trimmings. What are some of the embroidery stitches you could use to trim a little girl's romper? (See pp. 256-258.) Design several rompers and a play suit from the plain romper pattern you have or from a picture of one.

Dresses. Dresses for little girls are made much like baby dresses. Gingham, cotton prints, cotton crêpes, wool challie, light wool flannels, and batistes, etc., with voile, lawn, organdie, etc., for dress-up occasions, are good materials for such dresses. They are usually made with bloomers or panties to match. Make

the panties a comfortable size. Use flat-fell seams to join the legs (see p. 220), and use bands at the waist and bottoms of the legs instead of elastics. Make the leg bands wide enough to reach around the widest part of the child's thigh. Make the plackets on both sides of the panties and put bands like that used on the drop seat (see p. 260) on both back and front. Place the buttonholes to correspond to the buttons on the child's underwaist.

Boys' suits. Boys' suits are rather difficult to make. Consequently many mothers buy them as soon as the boy outgrows the romper suit or simple cotton suit. In the simple cotton suit, a kimono style sleeve shirt with or without a collar is often used. Patterns for the tailored shirt will give instructions for making. Plain trousers or shorts are made with flat-fell seams and are hemmed across the bottom of the legs. Make plackets (see p. 255) at each side. Face the top of the back and of the front. Buttonholes may be made in this band to fit buttons on the shirt, and a belt used to cover them up. These belts may be made of the cloth and have mannish buckles, or leather belts can be bought. Stitch together narrow strips of cloth to make the belt straps. Turn the raw edges of these under and sew by hand or stitch in place on the trousers with the machine. Trousers for the small boy may be made so that the whole front can be taken down instead of making the small fly opening in the front seam. Pockets are also set in the side seams. Directions for these more difficult problems may be found in any good book on tailoring.

Ready-made and homemade clothes. Many attractive clothes for children are now on sale in the stores. Some of these seem so very reasonable in price that many mothers feel they cannot afford to make children's clothes any more. If you have made a child's garment, count up the cost very carefully. What should we look for in comparing it with the ready-made garment?

1. Is the material of the same quality? Will it launder as well? Oftentimes it is possible to have better material in the homemade ones. Sometimes this does not show until after the goods has been laundered.

2. Is the workmanship as good? Here, again, the homemade garment often is better. Are the threads tied, ends of stitching reinforced, points of hard wear double stitched, ends of collars, ties, or belts well tucked in and sewed, buttons well sewed on, buttonholes strong, etc.?

3. Are they equally attractive? Here the ready-made garment often is better.

What makes it attractive? Prettily matched colors in material and trimmings? Dainty bits of handwork? These you should be able to do now. Have you had clean hands, handled the dress as little as possible and finished it quickly enough to keep its look of fresh newness?

PROBLEMS

1. Get samples and prices for the materials for baby clothes mentioned on page 249. Perhaps your class can send a committee for the samples. Ask the clerk to show you different qualities of materials. Examine the samples carefully and decide which you would recommend for different purposes.

2. Make rompers, a dress with matching panties, or a wash suit or some other garment for a little boy or girl.

3. Compare the cost of ready-made and homemade garments. Visit several mothers and find out what children's clothes they make and which they like to buy and why. Report to the class.

REFERENCES

1. *In this book*: The layette, p. 320; Clothing the older baby, p. 352; About cloth, p. 211; French seams, p. 213; Flat-fell seams, p. 220; Binding, p. 224; Sewing on buttons, p. 34; Buttonholes, p. 221; Collars and cuffs, p. 243; Hems, p. 234.

2. See references 1 to 6 at end of Section 1, p. 210.

SECTION 7—GIFTS

Gifts. What you have already learned and what you can find in other places in this book should enable you to make many gifts. Let us look over the list:

Candy—daintily packed in a pretty box. Watch for attractive wrapping paper and ribbon. (See pp. 398, 399 for recipes.)

Jelly and jam. Save good-looking jars and boxes during the year to pack your best jelly in for gifts. Label jars neatly. (See p. 194.)

Mending kit. Do you know someone who is going away from home to work, to school, or on a trip? Perhaps she would enjoy a small well-packed mending kit. (See p. 34.)

Shoe-shining kit. (See p. 39.)

Hangers, shoe-trees, hat holders, etc. Paint hangers or shoe-trees to match the color scheme of your friend's room. Ask the manual-training teacher for some helpful instructions on doing the painting.

Pressing pads and cushions. Would Mother enjoy some more pressing equipment? (See p. 45.)

Towels, dish towels. Does your mother or a friend you know, need some hand towels or dish towels? Bird's-eye diaper cloth makes good absorbent dish towels; linen makes the very nicest. In buying linen toweling look for fairly closely woven material made of good strong thread. You may also be able to get sugar or flour sacks which may be used for towels. Soak the flour sacks



Courtesy of Marshall Field and Company

Attractive wrappings for gift boxes

in a little turpentine or kerosene to take out the labeling. Wash the sacks two or three times, boiling them and drying in the sun to bleach them. When dry, straighten them, pinch in hems and stitch. If you wish to trim them a little, wind the bobbin of your machine with colored embroidery thread (a fast color). Replace the bobbin without running the thread through the bobbin tension. Thread the top as usual, lengthen the stitch and loosen the tension so that the colored thread lies along the top of the cloth.

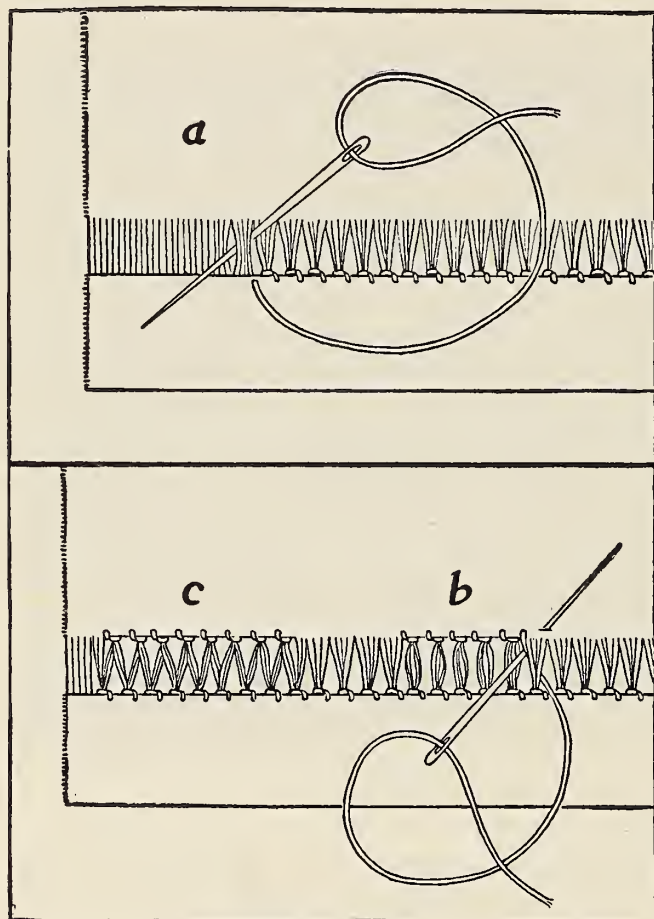
Curtains. Have you a friend who would like new curtains for her room? Visit the drapery department of a big store or study the magazines to see different designs. Can you choose one that fits

this special room? Read again pages 270 and 300. Practice using the machine attachments for making a narrow hem and for ruffling.

Sheets. Read page 303. Make the top hem about two and one-fourth inches and the bottom one about one inch. Read page 208.

Pillowcases. (See p. 303.) Use some of the embroidery stitches you have learned. Use colored borders (facings back on the right side).

Dresser scarfs. Embroider them (see p. 256), or use colored facings to match the color scheme of the room, or hemstitch the edges. (See p. 298.)



Hemstitching

- a. Single hemstitching—Step 1 in making the stitch.
- b. Double hemstitching—Step 2 in making the stitch.
- c. Diagonal hemstitching.

the opening, hemstitch the same bundles of thread so that you have a row of straight bundles.

Diagonal hemstitching. Make single hemstitching first. Then on the other side, hemstitch along the edge, catching half of one bundle to half of the next bundle so that a zigzag line is formed.

Some other things to make. Many people will enjoy the gift of an apron. Decide what they will use it for and then choose a pattern to suit. Chambray, unbleached muslin, and cotton prints are some of the materials used to make serviceable aprons. What trimming will you use? Bias tape? Embroidery? (See pp. 114, 224, and 256.)

Double hemstitching. Read about single hemstitching on page 298. To make double hemstitching make single hemstitching first. Then on the other side of

Ideas for gifts. Some pattern companies put out embroidery quarterlies which will give you many ideas. Small linen shops and the linen departments of many stores will have beautiful embroideries from which you can get ideas to help you plan the ones you intend to make. Perhaps your school has night classes in special craft work where you can learn to make other beautiful things. Department stores often conduct classes of this sort also. Be sure what you make is really useful and that the decoration used on it does not take away from its value.

Studying the needs of the person for whom the gift is intended will also give you many ideas for gifts. Is the gift something she will use and enjoy? People's tastes differ. Choose something she will like—not just something you happen to like.

PROBLEMS

1. Get together an exhibit of gifts suitable for different members of a family. Why do you consider each a good choice?

2. If some of your mother's friends have interesting embroideries that they will lend or let you see, study the designs carefully. Sketch a few of them. They should give you ideas for things you might make.

MATCHING EXERCISES

Part I—Sewing Machine and Tools

- | | | |
|-----------------------|-------|---|
| 1. Thimble | _____ | Wherever two metals rub together |
| 2. Needles | _____ | Steel spool to hold under thread |
| 3. Thread | _____ | Spool-pin, thread guide, tension, take-up, thread |
| 4. Upper tension | _____ | guide, needle |
| 5. Lower tension | _____ | Controls length of stitch |
| 6. Stitch regulator | _____ | Sharps and crewel eyes, choose size according to |
| 7. Bobbin | _____ | material |
| 8. Order of threading | _____ | Controls flow of under thread (from bobbin) |
| 9. Place to oil | _____ | Regulates flow of upper thread (from spool) |
| | _____ | Should match material in fiber, color, and size |
| | _____ | Use to help push needle through cloth |

Part II—Patterns

- | | | |
|-----------------------|-------|---|
| 1. Information on en- | _____ | Hold tape snug around largest part of chest |
| velope | _____ | Loops of thread to mark placing of pockets, |
| 2. Notches | _____ | etc. |
| 3. Perforations | _____ | Diagram of placing of pattern on cloth |
| 4. Place on fold | _____ | Pinning pattern together and trying on |
| 5. The layout | _____ | Cut and spread apart where longest vertical |
| 6. Testing | _____ | line can be drawn |

- | | | |
|---------------------------|-------|--|
| 7. To make piece wider | _____ | Fold over pattern where longest vertical line |
| 8. To make piece narrower | _____ | can be drawn |
| | _____ | o o or o o |
| 9. To make piece shorter | _____ | Cut and spread apart pattern on line running |
| 10. To make piece longer | _____ | crosswise |
| 11. Bust measure | _____ | Size, price, variations of design, suitable |
| 12. Tailor tacks | _____ | materials, amounts of cloth needed |
| | _____ | Holes in pattern to show seam allowance, hems, grain line, etc. |
| | _____ | V-shaped marks on edge of pattern to show how to sew pieces together |
| | _____ | Fold over pattern on line running crosswise |

Part III—Simple Fitting

<i>Difficulty</i>	<i>Cause</i>	<i>Remedy</i>
1. Sleeve puffed out at top	_____ Square shoulders	_____ Lengthen sleeve cap by letting out
	_____ Slanting shoulders	_____ shoulder seam or
2. Shoulder wrinkles from end of shoulder to center front of dress	_____ High neck	_____ recutting top of
	_____ Neck too large	_____ sleeve cap
	_____ Sleeve cap too large	_____ Make shoulder
	_____ Sleeve cap too short	_____ seam deeper at
3. Cloth wrinkles and draws at neck	_____ Highest points of sleeve and armhole	_____ outer end and taper to back
4. Dress seems loose around neck	_____ not matched	_____ Shorten sleeve cap by trimming off top a little
5. Sleeve twists so that lengthwise threads of cloth do not hang straight		_____ Pin highest and lowest points of sleeve and armhole together
6. Shoulder wrinkles from armhole up to inside shoulder		_____ Make shoulder seam deeper near neck and taper to armhole
7. Sleeve draws at top		_____ Trim out neck, tapering to sides
		_____ Make shoulder seams deeper, make armhole deeper

Part IV—Processes (Seams and Finishes, etc.)

- | | | |
|------------------|-------|--|
| 1. Retracing | _____ | Place two right sides of cloth together, stitch, press open, finish edges by pinking, etc. |
| 2. Making a seam | | |
| 3. Hand hemming | _____ | An edge finish which usually shows only on one side of the article |
| 4. Basting | | |

-
- | | | |
|-------------------------------------|-------|---|
| 5. Cutting cloth | _____ | Sew ends of collar, turn, sew one edge to inside neck edge, hem other over raw edges |
| 6. French seams | | |
| 7. Finishing | _____ | Stitch back on first stitching four or five stitches, tie threads |
| 8. Flat-fell seam | | |
| 9. Bias | _____ | Place right sides of material together, stitch, trim one edge, fold other over it, stitch flat to cloth |
| 10. Facing | | |
| 11. Binding | | |
| 12. Sewing on curved collar | _____ | A slanting stitch over the edge of cloth to prevent fraying |
| 13. Sewing on straight strip collar | _____ | Place collar on neck edge, place bias facing on collar, stitch, hem down facing |
| 14. Plain seams | _____ | Turn edge about one-fourth inch, turn up again to width desired, stitch |
| 15. Overcasting | | |
| 16. Lap seams | _____ | A slanting stitch across the edge of a fold to hold it in place |
| | _____ | Turn under edge of one piece, lay over raw edge of other piece, stitch |
| | _____ | Place wrong sides together, stitch, trim, turn, crease, stitch to inclose seam |
| | _____ | Use long strokes on straight edge, short ones across |
| | _____ | An edge finish which shows about an equal amount on both right and wrong sides of the article |
| | _____ | A piece of cloth cut so that the threads run diagonally across it |
| | _____ | Sewing on fasteners, clipping threads, pressing, etc. |
| | _____ | A row of running stitches to hold cloth temporarily |

UNIT THREE

HOME CARE AND PLANNING

SECTION 1—YOUR OWN ROOM

Your castle. “A man’s home is his castle.” Do you feel that way about your room or the room you share? Everyone needs a corner of his own, a place to keep his treasures, a place to rest when he is tired, a place to work, or sometimes to be alone.



Courtesy of Better Homes in America

The girl's room in the 1930 Kohler, Wisconsin, Better Homes Demonstration House

You have spent many hours in your room. Is it a pleasant place? Pleasant because of its shining cleanliness? Because of its comfort? Because of the pretty things in it?

Color plans. What colors do you have in your room? Did you plan them or just jumble them together, or did you have nothing to do with it? Remember how you planned the colors for

your dress. You will find planning colors for your room just as interesting. If your room is on the north side of the house, perhaps using warm colors (see pp. 58-59) in decorating it will make it seem more pleasant. If it is on the south side of the house, a cool color will be the one to use.

What are some ways of putting colors together? If you have forgotten, read pages 55-57 again. When you have chosen the colors



Courtesy of "The American Home." Photograph by Richard Averill Smith

This shows the unpleasant result of the use of too many patterned objects in one room.
What would you change to make the effect more restful?

to use in your room, do not use large areas of them in their strongest, richest shades. You might grow tired of a lot of rich color. Think of some ways to change the color in some of the small furnishings so as to get the colors you wish repeated often enough so that your color plan will show.

Walls. Study a picture carefully. The brightest colors are used in the foreground in small amounts. The background colors are duller. You could not see the figures in the front of the picture easily if the background colors were brilliant. The walls and floor of your room are the background of your room-picture. You

can understand then why rather dull or pale colors, such as cream, white, and tan, are used so often for walls.

Just as bright colors attract too much attention on walls, so figures or patterns used on wallpaper may also be too bright or too elaborate for a restful background. Would a picture show up much on such wallpaper? Get a wallpaper sample book and find some samples of wallpaper you think would make a pretty and restful background for the walls of your bedroom. Find one sample that you think has too strong colors or too elaborate a pattern to make a good background.

Floors. Floors are usually a part of the background of the room also. Would you use bright colors or elaborate patterns on the floors or on rugs if they are to be background?

Pictures. Hang your pictures where you can see them easily. How high is this for you? Small pictures should be hung so that no wire shows. Large pictures should have two wires running straight up so that the space inclosed by them is about the same shape as the picture, but not V-shaped. Choose a picture about the same shape as the wall space where you wish to hang it. Queer groupings of pictures usually become tiresome.

Nearly everyone likes to keep personal pictures like family photographs and snapshots in his own room. If you wish to put them on the wall, arrange them in a neat, orderly group. Snapshots and other small pictures can be pasted together on a large piece of stiff paper like one big picture.

Windows. If your room is dark, use small light curtains rather than big heavy ones. If you have figured wallpaper and a figured rug, use plain material for curtains. The plain curtains will be a restful change from so much figured space. Voile, scrim, marquisette, dotted Swiss, cheesecloth, and cretonne are some of the materials often used for bedroom curtains. Of what material are the curtains in your room made? Are they plain white or cream, or have they a touch of color to carry out your color plan?

Draw a picture of a window from the inside. Are the outside lines of the woodwork straight or curved? It is usually considered best to make curtains so that they hang fairly straight with these lines. Are your curtains straight or tied back a little at the sides? Both of these will be good styles. How are your curtains hung?

You can use a strong string fastened to two small nails if you do not have a rod or pole to hang curtains on.

How are your curtains made? What measurements would you need in order to know how much cloth to get for curtains for the windows in your room? Are your curtains made with hems at the top and bottom? At the sides? About how wide are they? Do they have ruffled edges? You can make the ruffles with the machine ruffler. See if you can find out how to sew the ruffles on the edge of the curtain. (See p. 233, "Sewing Waist and Skirt Together.")

Furniture. What furniture have you in your room? Does it fit the size of the room? If you sleep there, dress, and study there, you will need furniture for these activities. You will need a good bed. If you share your room, have you a bed by yourself? Iron cots can be painted to make attractive single beds. They can be pushed close together in the daytime to make more space out in the room. A secondhand store may also have single beds at a price you can afford to pay. Scrub them clean and paint them if they need it.

Bed. A good bed has good springs. Sit down on yours. Do they give easily and fit your body comfortably? A good mattress comes next. You can tell by sitting on it if it is firm but still comfortably soft and "springy." A mattress pad should be put on top of the mattress. If you do not have a quilted one like those in the stores, use a piece of an old blanket or an old quilt. Make a list of the bedclothes you will need. How many pairs of sheets and pillowcases does your mother count on having for each bed in order to change them once a week? How wide is sheeting? How long must a sheet be? Be sure to count in material for hems and for tucking under at the top and the bottom.

Dresser. Some of the most important things you would want in a dresser are a good mirror, drawer space for comb, brush, powder, and other small articles. You can use a separate mirror hung over a small table for a dressing table. What could you use for drawer space in which to store clothes? Do you keep many things or few things on top of your dresser? Which will be the easier to keep clean and orderly? What do you keep in your top dresser drawer? The middle one? The bottom one? If you do not have a chair or bench to sit on, perhaps you can get one and paint it to go with your other furniture.

Desk or table. If you study in your room, you will need a desk or desk table with a chair. Test it to see if both chair and table are the right height for you so that you do not have either to bend over too far or reach up to work on the desk top. Also be sure that your legs reach the floor comfortably. Where will you keep books, papers, pencils, and ink? You will need a wastebasket, too. Do you use it enough to get rid of the litter of junk which gathers so easily on a study table? You could paint the table and chair to harmonize with the rest of the room. You need a good light on or near your study table, bright enough to see, but shaded so that the light is kind to your eyes.

A comfortable chair. If you spend much time in your room you will enjoy a comfortable chair with a good light to read by. Choose a chair that fits your body, the right height of back, the right width and length of seat, the right leg length for you. You should be able to relax and still be sitting erect in a good sitting position.

A bedside table. A little table placed close to the bed can be used to hold a clock, a glass of water, or anything else you might want.

What other small furniture or extras might you have? Have you a mending basket? A "spot box" with things to remove spots from clothes? (See p. 42.)

Clothes closet. What do you keep in your clothes closet? Dresses and coats? Hats? Shoes? Soiled clothing? Night clothes? Everyday aprons? You will need convenient places for all of them. A rod or pole across your closet will give you much more space than hooks will. If you have no pole in your clothes closet, you can make one out of an old broom handle or some other smooth stick. It will not cost much to have a hanger for each dress or coat which needs one. Where will you hang clothing which is not used often? Where will you hang clothing which is used frequently? You need a laundry bag for collecting soiled clothing. What materials would you use to make one? Many closets have a shelf for hats, and some closets have a low shelf for shoes. In what part of the closet will you keep the night clothes and aprons?

Arrangement of furniture. The way the furniture is arranged will make a great deal of difference in the appearance of your room and the comfort you have in using it. Draw a floor plan of your room—a picture showing the walls, the windows and doors,

the closet, and where each piece of furniture is placed. Use solid lines to show the walls, an open space for a door, little boxes for windows, and bigger boxes inside the room space for the furniture. Make all dimensions about the right size in proportion to each other. An inch of drawing to a foot of space is a good scale to use. (See p. 308.)

Now look at your floor plan. How many windows are there? How many doors? Are the windows or a window and a door placed



Courtesy of Better Homes in America

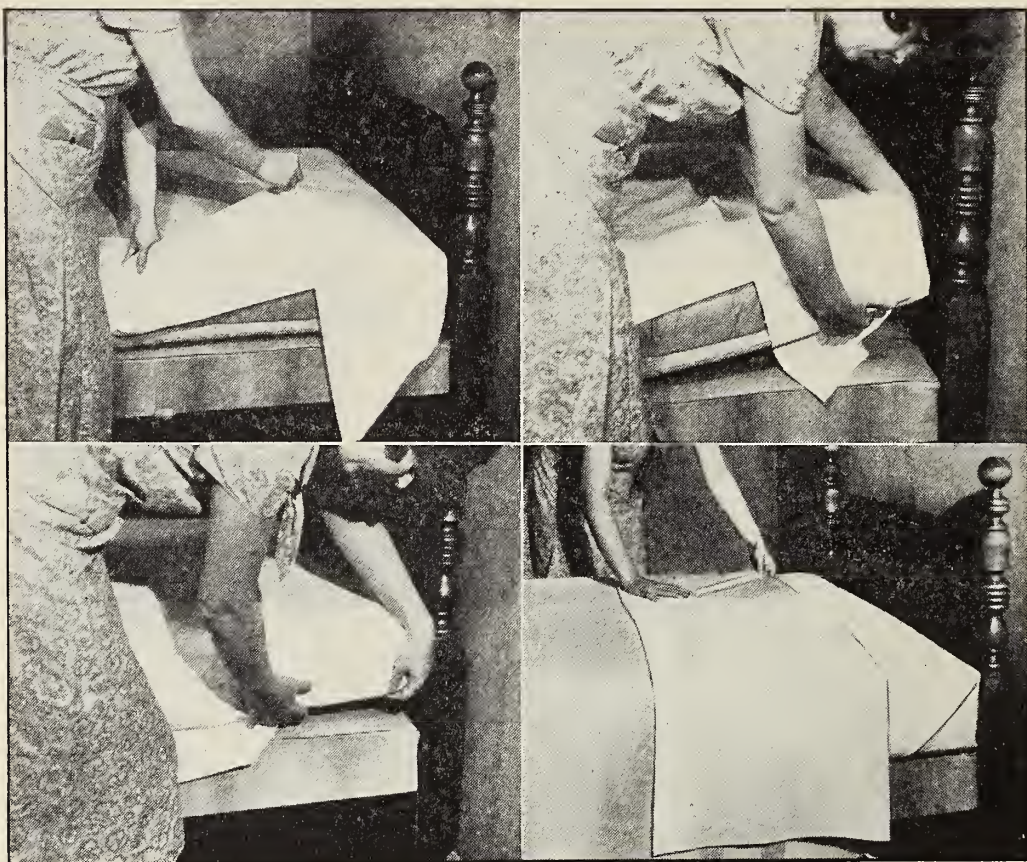
See how these small closets are arranged to care for the storage of clothing

opposite each other so that you can get “cross-ventilation”—a steady stream of fresh air—when both are open? Why is this a good thing?

First, let us find a place for your largest piece of furniture. People who make a business of decorating houses say that it is best to arrange furniture the way the walls of the room go—straight with the walls of the room, not across corners. The head of the bed is often placed against one long wall. Where can you place your bed so that it leaves the most space in the room and

so that your head need not be in a draft from a window and light from other windows will not shine directly into your eyes when you are lying in bed?

Now arrange the rest of the furniture. The dresser should be near the clothes closet, the desk near the bookshelf and near a window. Why? The dresser should be placed where light shines on the person looking in it so that he can see himself easily. Where



Courtesy of Pequot Mills

Making a bed

1. First step in making a mitered corner.
2. Second step.
3. Third step.
4. Turning the upper sheet back over the blanket.

will the rugs go? The whole arrangement should look attractive from the doorway.

Keeping your room clean. What do you do every day to keep your room clean and orderly? It would help if you hung up your clothes soon after you took them off and if you stacked up your books and threw away papers as soon as you were through working with them. Whether you do this picking up will depend a great deal on whether you have formed the habit of saving your-

self work in this way, and whether you have arranged your things so that they are easy to do.

Making the bed. A well-made bed is one of the marks of a truly good housekeeper. To make it so requires not only practice but also sheets that are sufficiently long to cover the mattress and leave enough extra to tuck well under both ends. Directions for making a bed are given below:

1. Spread the lower sheet smoothly with the center fold in the middle of the mattress, the wide hem at the top and the extra length evenly divided between top and bottom.

2. Tuck under the extra length of sheet at the top and bottom of the mattress.

3. Grasp the side of the sheet about two feet from one corner, turn it back over the side of the mattress and tuck under the corner that hangs along the side of the mattress.

4. Let the side of the sheet fall into place and tuck it under the mattress. This is called a "mitered corner."

5. Miter the other three corners.

6. Spread the upper sheet, right side down (so that the right side will be uppermost when the sheet is folded back over the blanket). Lay the top edge of the sheet even with the top edge of the mattress.

7. Smooth the upper sheet towards the foot of the bed, tuck under the extra length and miter the two lower corners.

8. Place the blanket on top with the upper edge about eight to ten inches from the upper edge of the mattress. Tuck under at the foot. Put on the spread and smooth out all wrinkles.

Weekly cleaning. Hang up your clothes, straighten books and papers, air the bed, turn the mattress, and make up the bed with fresh linen. Sweep and dust. If you use a vacuum cleaner, use it to pick up dirt off the bare floor also. Clean varnished and waxed floors with a dust mop. Why would you dust after sweeping? Be sure to dust wallpaper in corners where dust and spider webs gather, edges and back of picture frames, the mirror as well as the rest of the dresser, the top part of each piece of furniture before the bottom part, window sills, the rungs of chairs as well as the top parts, the head and footboard of the bed, the radiator or register, the door, and under books.

Making things for your room. Would you like to make something new to brighten up your room? What shall it be: curtains with ruffled edges or colored borders (a colored facing turned to the right side)? A dresser scarf? Pillow slips, embroid-

ered or with colored borders? A laundry bag? A pillow for your chair? Look in fancy-work catalogs and in shop windows for ideas. When you have chosen what to make:

1. Take the measurements you need.
2. Decide on materials and estimate how much you will need.
3. Plan your work. What finishes, seams, embroidery stitches will you see? What will you do first? second?
4. Practice a new stitch or new seam on a small sample of cloth until you feel that you can do it well enough for the real work.

Renting a room. You may be going away to work or to school. Much of your comfort, happiness, and ability to work will depend upon the living quarters you have. Your ability to find and make a home in one room will tell something about the way you will find and make a home later. Probably you would rather live in a fairly comfortable and pleasant place now than always to be planning to do so sometime in the future. What are some of the things you will need to look for and think about when you rent a room?

Location. The room should be fairly close to your work or school. If not, there should be convenient street car or bus lines to take you there. Add such weekly transportation costs to the room rent. The room should also be conveniently located in the house so that you can get to it easily without going through rooms used by the family.

Cost. Is the rent a price you can afford to pay? Figure up your expenses, add in the rent. There should be some left for dentists' and doctors' bills, for savings, for fun, and for investment in your future. (See pp. 74, 371.)

Comfort. Is the room comfortable? Sit on the bed to see whether it has good springs and a good mattress. Look to see if there are enough bedclothes to keep you comfortable. The desk or study table and chair need to be a comfortable size for you so that you can keep a good sitting posture easily. Besides this, there should be a comfortable chair where you can sit and read or work. Is the room light or will you have to have the electric lights on all the time? The light should be placed so that you can get strong light where you need it—on your study table or on a book when you sit in the big chair.

Is there enough dresser and closet space to hold your things?

Can you see yourself in the mirror easily? Is there a small rug near the bed so that you will not have to put your bare feet out on a cold floor? Are there windows placed opposite each other so that you can get good cross-ventilation? Is the room warm in winter? What heat is guaranteed? Is there a thermometer by which you can check the room temperature? Is the room cool in summer or is there anything to help make it cool? How much privacy will you have? Can you hear noises from other parts of the house, the walls being so thin that everyone hears everything?

Is the bathroom close? Are there restrictions on the number of baths? Is there hot water all the time? How many other people use this bathroom? How much shelf-room and towel-rack space will be yours? Are towels furnished? Are you allowed to do small washings in the bathroom?

Attractiveness. Would you like to live in this room because there are pretty colors in the furnishings or nice furniture to make it attractive? Is it clean? If the landlady and the rest of the house are reasonably clean, you may expect your room to be kept clean. Find out who is to clean the room. If you are to do this, the cleaning tools should be conveniently located for you to get them. Can you put up anything of your own or must the room stay exactly as it is? Would you be proud to show this room to your friends?

Personal relations. Will your arrangements and meetings with your landlord or landlady be comfortable or upsetting? One way to help that is to make all arrangements needed at first. If there are to be changes in the room, these should be made before you move in, if possible. If you are allowed special privileges such as the use of an iron, you should know just how it is to be managed. If those from whom you rent are annoyed when you ask these questions, they probably will be hard to deal with later. You should know the exact amount of the rent, just when it is to be paid, and how much notice you must give before you can move.

Besides this purely business side of your acquaintance with the people you rent from, you will also want to consider whether they will take any personal interest in you. This does not mean a "snoopy" kind of supervision, but a real understanding interest in what you do and how you do it. Would they help you in an

emergency? Are they people you would be willing to be like? Why is this important?

Choosing a roommate. You put much time and thought into choosing a new dress. Will you need to use at least that much time and thought in choosing a roommate? You can hang the dress away in the closet if you tire of it, but the roommate will be there every day. Choose someone to live with whom you wish to be like, someone whose management of herself, taste in people, and pleasures you admire. Why?

PROBLEMS

1. Make a collection of pictures suitable for a girl's bedroom.
2. Make a collection of curtain materials. Be sure to get the widths and prices. Which ones are new to you? Plan the kinds of rooms in which you might use each one.
3. Visit a secondhand store. Price some furniture which you could use in a girl's room. Plan anything it may need done to make it more attractive. How cheaply can you furnish an attractive and comfortable room?
4. Examine bedding in the stores. What sizes do sheets come in? If your mother makes her own comforters, find out how much she saves that way.
5. Redecorate your clothes closet to make it more convenient and more attractive. Write to the Good Housekeeping Bulletin Service, 119 West 40th Street, New York City, for their bulletin, "How to Equip the Clothes Closet." Cost 15¢.
6. Have someone demonstrate for you how to make a bed. Then have a contest and see which girl or which team of two girls can make the bed best in the shortest time.
7. Visit several rooms for rent. Decide on the best one and report your experiences to the class.

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2. JUSTIN, M. M., AND RUST, L. O., *Problems in Home Living*, J. B. Lippincott Co., Philadelphia, 1929. Study, "Making a bed," pp. 266-271.
3. TRILLING, M. B., WILLIAMS, F., AND REEVES, G. G., *A Girl's Problems in Home Economics*, J. B. Lippincott Co., Philadelphia, 1921. Study, "Things to remember in hanging pictures," p. 265.
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SECTION 2—KEEPING THE HOUSE CLEAN

“Cleaning Day? That’s every day at our house!” said one girl. Some cleaning will be needed every day and it will make the regular cleaning day easier. What rooms will need some cleaning every day: kitchen, bedrooms, living room, bathroom? When shall we do each of these? The beds can be aired before one comes to breakfast. The kitchen can be cleaned when the dishes are being done after each meal. If there are only a very few breakfast dishes, you might stack them and leave them until you wash the dishes at noon. You could make the beds after breakfast and then “pick up” or “straighten up” the living room. You might clean the bathroom next or count on giving it a quick cleaning when you make your personal “clean up.” Which of these do you do? Which do you help with?

The kitchen. “The dishes—they’re only a few of the things you wash when you wash the dishes!” an old lady once said. Much of the daily cleaning in the kitchen can be done when you have a pan of clean, sudsy dishwater. Some of the things you can clean then are: cabinet tops, work-table tops, stove top, the tray under the stove burners, handles on the oven door, handles on the refrigerator, the refrigerator or cupboard shelf, breadboards, window sills where you have been setting things, the sink and the teakettle. Squeeze out most of the water from the dishcloth when you use it to wash things like these and then rinse it often in the clean suds.

The sink will need especial care. Perhaps the top parts up on the walls can just be wiped off, but the drainboards and the sink itself may need scouring. Name some scouring powders which will help to clean but will not scratch the shining surface of the sink. A little washing powder dusted around in the sink will often be a quick way to clean it. When you are scouring the porcelain parts of the sink, scour the faucets and the drain also. When you wash the dishes, wash the drain pan. When you empty it into the garbage pail, you can keep it from dripping dirty water on the floor by putting your hand under it or by emptying it into a paper.

When you have finished the other cleaning, empty the kitchen wastebasket, put a new paper in the bottom of it, and empty the

garbage pail. About once a week the garbage pail will need scrubbing out with hot water with a teaspoonful of soda in it, and a sunning to keep it clean and free from odors.

When all this is done, sweeping the floor should leave the kitchen shining. Sweep under the stove and the cabinet and move the chairs to sweep under them. Sweep in toward the center of the room until you have gathered the dirt in one pile where you can pick it up easily with the dustpan. You may stop sweeping here, or do the back steps and perhaps the porch before you put the broom away.

Bedrooms. How long does it take you to make a bed now? How many beds do you think Mother ought to have to make? (See p. 376.) Who should do the daily picking up in your bedroom—you or Mother?

The living room. The daily cleaning in the living room will include: putting away newspapers and magazines, straightening pillows and putting furniture back in place, throwing away old magazines, old papers, trash, and dead flowers, watering house plants, straightening rugs, emptying ash trays, and perhaps dusting a little. Some people like to do part of this the last thing before they go to bed at night. What part of this cleaning could you do then?

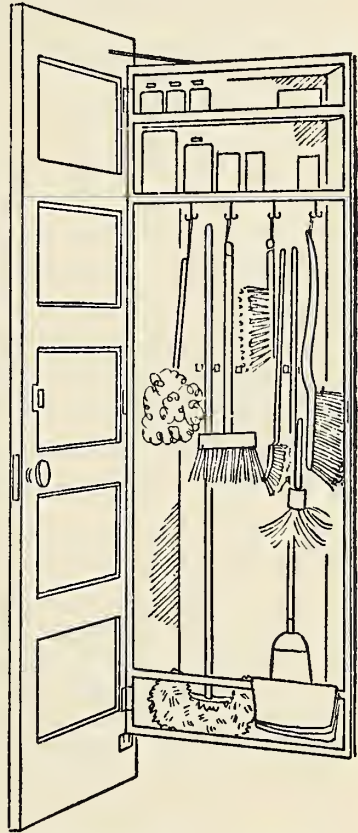
The bathroom. Some things members of the family can do to help keep the bathroom clean are: rinse soapsuds out of the basin or tub after they have used it, hang up towels and washcloths, put dirty clothes in the laundry basket or bag, hang up toothbrushes, and put caps on tooth-paste tubes. All this will help, but the bathroom will still need some daily care besides that. What are some ways to fold towels so that they look neat? Might you need to put out clean towels for different members of the family? More soap?

Scrubbing out the bathtub with a little washing powder is sometimes quicker than using scouring powder. Washing the bathtub and the washbasin will be much like washing the kitchen sink. Keep the cloth and the scouring powder in a convenient place. Are you responsible for this daily care of the bathroom or is your mother? Have you a special time for it?

A weekly cleaning schedule. All the things we have talked about so far have been the smaller things that are done every

day to keep a home clean. Some of the special cleanings that your mother plans to get in every week are: cleaning out the refrigerator, scrubbing the kitchen floor, sweeping, dusting, and polishing floors in the living room and dining room. What others can you name? She may do them all on the same day, or several on what she calls her "Cleaning Day" and the rest scattered throughout the week. Make a list of the days she cleans and what she does on each one. This will be her Cleaning Schedule or Plan. Find out why she chooses each day for the work listed. Can you suggest any improvements in the plan? Talk your plans over with your mother and perhaps you can try out some different plans. How would you know whether your plan was a good one?

Cleaning equipment. Have you a cleaning closet or a special place to keep all your cleaning equipment? Make a list of the things you think every cleaning closet should have. Be sure to include not only tools like brooms and dust mops, but also cleaning supplies like furniture wax and furniture polish. Here is one girl's list. Would you add anything to it?



A well-arranged closet for cleaning equipment

Dustcloths
Dust mop
Floor mop
Broom
Sweeper

Radiator brush
Mop bucket
Dustpan
Scrub brush

Clean rags
Washing powder
Furniture polish
Furniture wax

A long-handled dustpan will save stooping. It is well to have dustcloths in several places besides the cleaning closet. Where would be some good places? If your house has more than one story, it would be convenient to have a set of cleaning tools and supplies on each floor. Describe some especially good cleaning tools, such as radiator brushes, and tell why you think they are good.

Cleaning the refrigerator. Some of the daily care that helps to save work in cleaning a refrigerator is: throwing away leftover foods that cannot be used, wiping off milk bottles and other dishes before putting them in the refrigerator, and washing up at once food accidentally spilled. Why is the thorough cleaning of a refrigerator so necessary? Let us make a list of the things you will need to do:

1. Sort the leftovers. Throw away old ones or those which cannot be used. Put the others into clean dishes.
2. Take out the wire racks or trays and wash them in clean soapy water and then scald them. Many people use a little soda in the water to help clean out all odors.
3. Wash the inside wall of the refrigerator.
4. Clean out the drain pipe (if you have an ice refrigerator).
5. Wash off the tray on which the block of ice sits.
6. Put everything back. Put the supplies used every day at the front. Put the foods that spoil most readily where it is coldest.

Electric and other types of "ice-making" refrigerators need "defrosting" occasionally. This consists in melting the ice that accumulates on the outside of the freezing unit. The manufacturer or dealer will tell you how this should be done.

Mopping the kitchen floor. If a floor is very dirty, scrubbing it by hand may be the best way to get it clean. Sweep the floor first. Use an old cloth or newspaper pad to protect your knees, a bucket full of warm, soapy water with some washing powder or soap to help with the cleaning, a large cloth, and perhaps a scrub brush. Squeeze the cloth out only a little the first time, spread the water over one section of the floor, and rub it around to loosen the dirt. Rinse the cloth in the bucket, squeeze it nearly dry, and then rub it over the floor to pick up the dirty water. Where will be the best place to begin scrubbing? You will need to scrub under the stove, and the cupboard, move chairs to scrub under them, and wipe off the baseboard and woodwork. Work away from, not into, corners!

If a floor is not very dirty, mopping will clean it much more easily. Follow the same method: use plenty of water on the mop the first time to loosen the dirt, then rinse the cloth, wring it nearly dry, and pick up the dirty water. Have you seen different devices to wring out mop cloths without using your hands?

Antiseptics are used in the scrub water in hospitals. Why? Soap is a fairly good disinfectant. What others could you use in cleaning the bathroom, telephone mouthpieces, door knobs, etc.?

Weekly cleaning in the living room and dining room. This will be much like weekly cleaning in your own room. You will need to sweep and dust when you have the "straightening" done. Read again pages 274 and 275. If you use a broom to sweep your rug, dampen it a little so it will take off the lint better. Do not forget to dust the tops of things first before the lower parts. Why? Table tops may have several small articles on them to be dusted. When the dusting is all done, you will be ready to use the dust mop on the floor. Move the furniture and small rugs out of the way. Work the mop well into the corners. Push the dust ahead of the mop toward an open space where you can pick it up with the dustpan. You may need to shake the dust out of the mop several times before you finish. Where do you go to shake your dust mop? When the dust is off, rub the mop over the floor again to polish it.

Do not use a dirty dust mop on a clean floor! Most dust mops have the mop part made so that it can be removed. Many people wash them in machine washers, others wash them in a panful of soapy water, using a little washing powder, and then put them in the sun to dry, shaking them once in awhile to keep them fluffy.

Check the room carefully to be sure that everything is dusted and put back in place.

Weekly cleaning in the bathroom. If the mirror needs washing, use a clean cloth dipped in warm, soapy water and squeezed almost dry. Rub all over the mirror, especially on the dirty spots, and on the frame where there are fingerprints. Rub dry quickly with a soft clean cloth. The floor will need scrubbing as well as the lavatory and the tub. Don't forget the corners around the bathtub and the stool. Wipe off the outside of the stool with your scrubbing cloth. Pour about four tablespoonfuls of powder or some other cleaner into the stool and clean it with the brush made for that purpose. Then flush the toilet.

If the drains in your bathroom ever get stopped up, sift a little lye or washing powder on the drain plate (keep lye off the porcelain!) and pour hot water slowly over it. Repeat the process

several times. A small hand rubber suction pump will also help to open a drain. Cover the drain hole with water. Place the rubber pump over the drain, push down, then pull up. Many times this will dislodge the solid materials in the drain so that they can be washed away.

Many small things in a bathroom such as soap dishes, open shelves, and drinking glasses will need cleaning often.

Special house cleaning. "Oh, that's such a lot of bother!" everyone says about house cleaning. To avoid upsetting the whole house and tiring oneself out, many people clean one room thoroughly every week. What will have to be done when you clean a room thoroughly?

If there are many small vases and ornaments, these should be dusted and put away while the room is being cleaned. Curtains should also be taken down. Wipe down the walls with a soft cloth. If you have no soft wall brush, tie a cloth over a broom or dust mop to use on the places you cannot reach. If the wallpaper or paint is very dirty, use a special cleaner on it. Name some wallpaper cleaners.

Next wash the woodwork and windows. Use clean soapy water and just lightly dampened cloths on the woodwork so as not to spatter the walls. You will need several large soft cloths to rub the windows dry—a chamois is best. If the furniture and the floor are very dirty, a quick washing and rubbing dry will put them in good shape for polishing or waxing. Some varnishes turn white with water, so use very little water on the cloth and work rapidly. Upholstered furniture may be cleaned with the vacuum cleaner or may be set out in another room or on the porch and brushed well with a stiff brush or whisk broom. Sweep the rug thoroughly with a broom or a vacuum cleaner.

Use a small soft cloth to rub the wax over the wood. Follow the directions on the can carefully. Some waxes need to dry before polishing and some do not. Some of the new waxes do not need polishing. Might small brothers and sisters help with the polishing? Could it be made into a game or contest?

When all this is done, move the furniture back into place. Be sure everything is clean before returning it to its place. Get out clean doilies or launder the old ones. Shake the dust out of curtains and press them if they cannot be laundered or dry-

cleaned before replacing them. When everything is in place, the rug may need a light going-over with the vacuum cleaner and the floor may need a light dusting with the dust mop.

Special places. How often will hallways and stair steps need cleaning? How does your mother clean them? How would you clean the back stairway and the cellar? Some things which help to keep these places clean are: doormats on which to wipe your feet, and a broom beside the furnace to sweep up coal and ashes that are spilled. Suggest others.

PROBLEMS

1. Time yourself when you do some of your cleaning. Can you speed up any? Find out the cost per hour of hiring someone to clean for you. How much is your work worth?

2. Collect several cleaning schedules from good housekeepers whom you know. How is the work divided among the days of the week?

3. Examine cleaning equipment for sale in stores near you. Answer the questions on page 281.

4. "House clean" the school dining room or kitchen. Plan your "War on Dirt" carefully, working it out so as to use every minute to good advantage.

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SECTION 3—LAUNDERING

Wash day. Many housewives prefer to do the family laundry because it is difficult to get a good laundress, or because they cannot afford the extra cost of hiring someone to do it. Before deciding to do the family laundry, one should consider whether she has the time and strength necessary and whether she can count on good equipment with which to work. One can have part of the work done at a commercial laundry. They will partly finish (rough-dry or wet-wash) or finish part of the clothes at a cheaper rate.

Preparation. If the laundry is done at home, plan a time for it in the regular housekeeping schedule. Time should be planned for collecting and sorting the clothes and for getting supplies and equipment ready. In sorting the clothes, separate those which need hand laundering. A convenient place to do hand laundering and a drying rack or other special equipment will make this work much easier. (See p. 32.)

Equipment. In some countries, peasant women wash clothes over the stones on the banks of the rivers. We have many pieces of equipment to make laundry work easier. Laundry equipment may be kept in a special room or may be arranged to fit into a corner of the kitchen. The space into which the equipment must fit will make a difference in the kind chosen. Since a washing machine is usually used more than one year, its purchase price should be spread over several years' laundering costs.

Washers. There are many kinds of washers, from the simple hand funnel washer to the many different types of electric machines. Have you seen the small washers which are now on sale? They hold about three pounds of clothes and would be especially useful in a small apartment, or for doing washing of fine silks or baby clothes. Some machines have a cylinder cage which holds the clothes as it turns around in the water, others have a half-turning tub, others have suction cups which force the water through the clothes, and others have a dasher which turns half-way and back. In buying a washing machine, you will need to consider what power you have (electric or gasoline engine or hand power), how much space you have, and what size wash. The size of a machine is usually estimated in terms of the number of sheets it will wash at one time. Galvanized tubs are not advised where you have hard water. You should consider whether you are buying from a reliable company which will give you good service any time you need it. You should also consider how much lifting of clothes and carrying of water will be necessary with the machine. Sometimes a washing machine can be installed and connected directly with a drain pipe. A hose can be attached to the faucets and so save work filling the machine.

Other equipment. You may also need extra tubs, a wash boiler, a bench, a clothes basket and clothespins, a clothes rack, an outdoor drying rack, a good iron or an ironer or both. The new irons have temperature controls which make them much safer than the old ones. Choose an iron that has a handle that fits your hand, that heats evenly except in the point, where it should be hotter, that does not have to be lifted very high to an iron stand, and that is smooth on the bottom and around the edges.

An ironing board that hooks up against the wall and is held in place with hinges will be convenient to use. You can buy the

hinges and the screen-door hook and put them on a straight ironing board. A double thickness of an old blanket or a strip of silence-cloth padding makes a soft but firm foundation. Covers should not wrinkle and should be easy to remove. Have you seen the kind with an elastic all the way around the edge and a single pair of ties in the center of the sides? You can easily make a cover like that of unbleached muslin.

Doing the washing.
The washing process is divided into several steps:

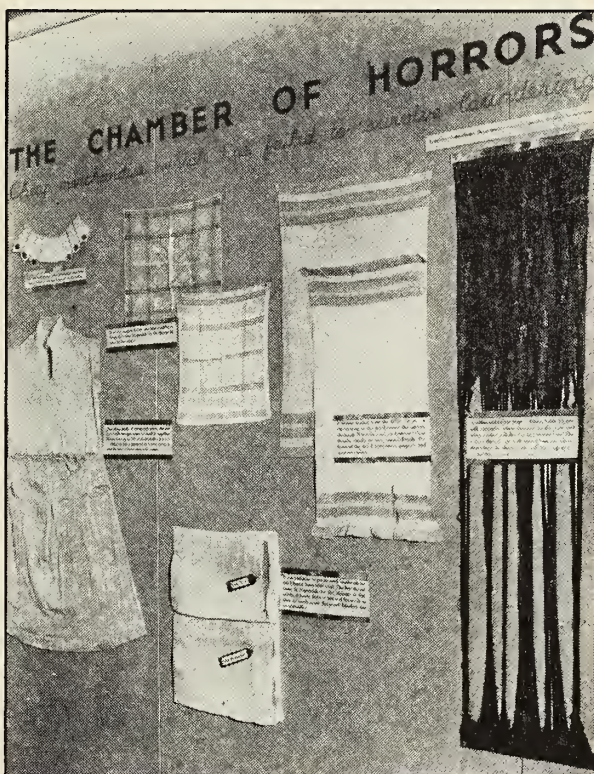
1. Sorting clothes—Why do you sort clothes? The order is: white clothes (a) table linen, (b) bed linen, (c) underwear, (d) colored clothes (light ones), (e) colored clothes (dark or very dirty ones), and (f) odds and ends. If clothes are torn, they may get torn worse in the machine or while washing. If bad stains are present, remove them first before the washing process has had a chance to set them. (Farmers' Bulletin No. 1474, "Removal of Stains from Clothing and Other Textiles,"

U. S. Govt. Printing Office, Superintendent of Documents, Washington, D. C., price 5¢.)

2. Soaking clothes—Use lukewarm water with perhaps a little water softener. Soak overnight or run five minutes in the machine. Putting clothes right into hot water sometimes sets stains and other substances so that it is hard to keep the clothes white.

3. Washing—If water softeners are needed, put them in the water before you put the clothes in. Then add soap, either dissolved in water or in any form that will dissolve quickly. Use water about 120° to 130° Fahrenheit, and enough soap to make a good suds. Run the machine ten to twenty minutes. The machine is overloaded when the water cannot circulate easily through the clothes. If clothes are very dirty, you may need several wash waters.

4. Rinse in hot water 140° to 160° Fahrenheit for five minutes in the machine.



Courtesy of Marshall Field and Company
Cheap merchandise which has failed to survive laundering

This will be another washing for clothes that are still soiled and will take some of the stains from white clothes.

5. Rinse again—in warm water if possible—for five minutes.

6. Rinse again if needed. Why are so many rinses important?

7. Blue water—Mix a few drops of aniline blue with the water and start the machine. Drop in an old garment at first. Then put in all the other white clothes. Mix a little washing soda with a little of your bluing in water, and heat it to boiling. If it turns a reddish color, the bluing has iron in it, and should not be used.

8. Starch if needed. Buy a good commercial starch and follow the directions exactly. What pieces of clothing will you need to starch?

If collars and cuffs are very dirty, scrubbing them with soapsuds with a small brush will make them cleaner. Colored materials which are not fast should be washed as quickly as possible with soft water and a mild soap, and two or three cool rinse waters. Dry them in the shade and iron the garment before it is dry.

Can you give some special directions for laundering silk, rayon, wool? (See p. 33 if you have forgotten.) Laundering without a machine follows the same steps.

Hanging up. All of one kind of clothes should be put together. Turn everything inside out and fasten in the strongest places. Folding the clothes carefully when you take them down will hurry the sprinkling process.

Sprinkling and ironing. You have seen some of the little sprinkler devices for use on a bottle. Do you like them? If the clothes must be ironed in a hurry, sprinkle them with warm water. Sprinkle hems and embroidery a little more heavily and then fold and roll all garments tightly. They should not stand long in hot weather or they may mildew. Spread the garment out on the ironing board. It will be well to iron difficult places like collars and sleeves first. Then iron the body of the garment, spreading out the cloth and ironing until all wrinkles are gone and the cloth is dry.

Folding and mending. Garments should be carefully folded after ironing if they are to go into drawers or on shelves. It may be more convenient to hang some of them, shirts and dresses, for instance, on coat hangers in the closet. Find out how to fold underwear, shirts, a child's dress. Mending should be done before you put the ironing away. (See pp. 34 and 47.) Where do you store your newly laundered clothes so that they keep fresh until you need them?

Care of your equipment. The washing machine should be washed out with clean water, wiped dry, and left open to dry

completely. Loosen the tension on the wringer rolls. If they are dirty, scour them clean. Follow carefully the oiling directions given by the machine company. Your machine can be repainted on the outside if it needs it.

The ironing-board covers should be changed occasionally. The iron needs to be kept in a dry place. Ask the manual-training teacher how to mend iron plugs when you pull the cord loose. How could you handle the plug so that this is not so likely to happen? Some large plugs are made so that you can pull on them.

PROBLEMS

1. Collect, sort, and put the clothes to soak at home. Report to class what you did.

2. Review hand laundering, pages 32 and 33.

3. Visit an electric-goods store and examine irons, ironers, washing machines, etc. What equipment is best suited to your needs? How much do they cost? What does it cost to run them? How long will they last? What is the cost per year?

4. Study other equipment. What kinds of irons can you use best if you have no electricity?

5. Re-cover your ironing board. Help with the ironing. Practice on a mangle and see how much of a garment you can iron on it. For what type of work will it be best?

6. Help with a big washing. Report your experiences to the class.

7. Read, McGowan, E. B., *Soap Bubbles*, The Macmillan Company, New York, 1929. What did it teach you about laundering?

REFERENCES

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2. GOOD HOUSEKEEPING INSTITUTE, *Home Laundering Up-to-Date*, New York, 1929.

SECTION 4—FURNISHING YOUR HOUSE

The kitchen. What work goes on in your kitchen? The preparation; cooking, and serving of food? Cleaning up afterward? Then we shall have to plan a place for each process and furniture and tools for each. The way we arrange this equipment in each "center" will save time and steps for the cook. The kind of furniture and tools we choose will make a great difference in the amount of work for the cook.

The "preparation center." The furniture we shall need for preparing, cooking, and serving food will be: the stove, supply cupboard, work table or cabinet, refrigerator, and serving table or tray. The kind of stove you choose will depend upon the



Courtesy of American Stove Company

A kitchen of 1888

kind of fuel you can have. What kind do you have at home? What other kinds are there? Examine several different kinds of stoves. Ask yourself these questions:

1. Will this stove give a good strong heat, fairly quickly and cheaply?
2. Is it easy to "work" or will I have to spend a lot of extra time learning how to use it?
3. Will it be easy to keep clean? Is there much nickel to keep shiny? Can the stove be taken to pieces for cleaning?
4. Is this stove a size, shape, and color which will fit into my kitchen? A height which will be convenient for me?
5. Does this stove have some useful new contrivances on it? A temperature regulator? A fireless cooker? A clock?

Work table or cabinet? If you have plenty of built-in cupboard room, you need a work table rather than a cabinet. Where must it be placed in the room? If cupboard space is needed, a cabinet will provide both that and work-table space. How high should a work table be for you to work at it comfortably? Many

women find 34 to 36 inches a good height for work tables, sinks, and stoves. They may be adjustable. Of what material is your table top made? Will it wash easily and stand up under hard wear without much extra care? The table should be strongly built.

Cupboards. If you have kitchen cabinets, there will be shelf space and bins and drawers in them that will serve to hold most of the supplies you keep on hand. If you buy in large quantities, you will need more space for supplies. Have you a pantry for this purpose? Where is it placed? Where do you keep your dishes? silverware? pots and pans? knives and other tools for preparing food? dish towels? Find pictures of built-in cupboards. Notice the different sizes of shelves and drawers. Plan where you would keep the things we have just mentioned. There should be a place for everything, a place that fits it, not too high for you to reach easily or so low that the bending over will add to your work. A place out in the open—hook, rack, or shelf—where the tools used everyday can be kept, will save more time than putting them away in cupboards.

Refrigerator. The number in your family will help you to decide how much storage space you will need in a refrigerator and will determine the size of refrigerator you will buy. An "iceless" refrigerator costs more in the first place, but usually costs less to run than an icebox. Whichever you buy, the box should be well built, lined with material that cleans easily, and should be well insulated. It will be better to buy an iceless refrigerator from a reliable dealer who is near you so that he can service the machine if necessary. What extra things do the iceless refrigerators have to offer?

Serving tables or trays. A small table on casters or a wheeled tray will save many steps when you are serving a meal in the dining room. You can put all the dishes on it and take them into the dining room in one trip. You can put all the soiled dishes on it and take them to the kitchen in one trip. Many of these trays have been made at home. If you have ever seen a homemade one, tell us about it. Some houses have an opening in the wall between the kitchen and the dining room so that dishes and food may be passed into the other room that way.

The "cleaning-up center." What furniture shall we need for cleaning up after a meal is served? A sink with drainboards?

Dish cupboards? The best type of sink will be one made in a single piece rather than a sink made in two or more pieces with cracks at the joinings, where dirt may collect. A sink placed at the usual height (32 inches) may not be convenient for you.



Courtesy of American Stove Company

A kitchen of 1903

Many of the newer sinks have useful conveniences such as one long swinging faucet, dishwashers or washing machines, or garbage containers built into one end of the sink. If you have little money to spend for a sink, it is possible to buy secondhand fixtures from house-wrecking companies at very reasonable prices. They may be satisfactory for your needs. You can have a kitchen sink if you live in the country even if you are away from city water and sewer systems. Most farmhouses do not have one because most people do not know it is possible without great expenditures of money.

Dish cupboards. On what shelves of the dish cupboard will you keep the dishes you use every day? Can you reach these shelves easily? The cupboard shelves should be just wide enough to hold one rather than several articles. They should not all be the same distance apart.

Equipment. Besides furniture, every kitchen needs a satisfactory supply of utensils and other equipment. The quality of

equipment purchased should depend upon what is to be done with it and how long it is expected to last. The highest priced article may not give the most service. (Sterling silver spoons do not last long if used to scrape pots and pans!) A very cheap article may serve just as well as a high-priced one if it is seldom used. Have enough utensils so that you can work rapidly and effectively. However, too many utensils are an extravagance and are likely to be in the way much of the time. Many utensils can be made to do double duty. All labor-saving devices may not save labor for you! Kitchen utensils should be of the type which can be cleaned easily and should also be the right size for your family.

Supplies. What food and cleaning supplies will you need for your kitchen before you can do effective housekeeping? What ones will you buy in large quantities?

What ones in small amounts? Where will you store each? Some of the new apartments and houses have very ingenious arrangements for storing supplies. Visit one if you can. The visits should give you some new ideas for storing supplies in your own home.

Arrangement. The way a kitchen is arranged makes a great difference in the amount of work you have to do. Usually it is best to arrange kitchen furniture in a U-shaped plan, as nearly as possible in this order: outside door, storage center, preparation center with sink next to it, cooking center, serving center, dining room. All utensils and supplies should be stored at the place



*Courtesy of Bert Lawson and the New York City
Better Homes Committee*

A modern kitchen

where they are first used. Frying pans should be stored in or near the stove, saucepans near the sink, silver and glass near the dining room, salt and peppers at both the preparation center and the cooking center.

Floors, walls. What color walls will make the kitchen seem lightest and most attractive? Describe some good color schemes you have seen used in attractive kitchens. What wall finish will be most easily cleaned? What kind of floors will be most comfortable for your feet and most easily kept clean?

A kitchen should have windows enough for light and for ventilation. Is your kitchen light enough? How do you get a good current of air? How do you light your kitchen at night? Is the light strong enough, and placed so that you do not have to work in your own shadow?

What materials make attractive, durable, and easily laundered kitchen curtains? They should be simple in design, but colorful enough to be attractive. Some people have two sets. Can you tell why?

A kitchen should have a good stool to sit on while working, a comfortable chair to rest in, and a place to keep bills and recipes. These should be placed at one side of the room, out of the way of the work centers.

PROBLEMS

1. Examine pictures of stoves in catalogs and advertisements or visit a store. Which stoves rate the highest according to the standards we set up? (See p. 290.)

2. Look at kitchen cabinets and work tables. Which ones are the easiest to keep clean? Which ones have the most conveniences?

3. Measure the height of work tables, sink, etc., in your home. If they are too low, can anything be done to raise them?

4. Examine kitchen cabinets and cupboards in a store. Which ones would you like to have in your kitchen? Why? Then visit the kitchen of a newly built house. Study the arrangement of cupboards. Is it a good one? Why?

5. Examine refrigerators and pick one for your kitchen. Give reasons for your choice.

6. Visit the plumbing-fixtures store and examine kitchen sinks and bathroom fixtures. Get estimates on the cost of equipment you choose. Ask your plumber to show you the less expensive kinds and tell you for how little a sink or bathroom equipment may be installed.

7. Do you have cupboard drawers that stick? Try rubbing soap on the strips at the top and bottom of the sides where they slide on the frame.

8. Make a list of the utensils and equipment you need for your kitchen. Get the prices for each piece. Visit the hardware store to study new types of equipment and get the prices for your list.

9. Clean your dish and utensil cupboards at home. Study the arrangement and change it (if necessary) to make it more convenient. Are there any utensils used very often which can be placed on racks or hooks or open shelves? Draw a rough diagram and explain your final arrangement to the class.

10. Make a list of kitchen supplies which you will need to keep house. Indicate the quantities you consider advisable and get the prices for them.

11. Draw a picture of the floor plan of your kitchen at home, showing the arrangement of the furniture. Trace the path you would take in preparing a meal. Do you have to retrace steps or cross your own path many times? What improvements in the arrangement can you suggest? Perhaps you can borrow a pedometer and wear it while you prepare a meal—before and after changing the arrangement.

12. Ask a builder's advice on wall and floor finishes and lighting fixtures for kitchens. Which cost the least? The most?

13. Design and make some new curtains for your kitchen at home. Bring samples of material to class before you choose. What colors will you need? How much did the curtains cost?

The dining room. In whatever part of the house you eat, you will need chairs and a table with linens, china, glass, and silverware. You will also enjoy something to help with the serving, a tea wagon, or a serving table, or a buffet.

Many styles and designs of furniture can be found in any furniture store. The style you choose for your dining-room furniture will depend very much upon your personal likes and dislikes, upon the amount of money you are to spend, and upon the kind of furniture you have in the rest of the house. Many people prefer to buy their furniture a little at a time and so buy better furniture than they otherwise would.

Generally, simply designed furniture is best. The design should be pleasing to you; the finish durable—not much harmed by heat or water or hard wear; the parts of the furniture well put together; the hardware—drawer pulls, etc., of good material, attractive in design, and stoutly put on. Which will be sturdier and easier

to dust—furniture that is simple in design or furniture with much carving and many knobs?

How large a table do you need? Can it be lengthened to give more room for company? The table should fit well into the shape and size of the dining room. If the table must fit into one end of the living room, it should fold up so as to take less room. The design should fit well with the rest of the living-room furniture. A gate-leg table will often fit into the end of an apartment living room very nicely. Chairs should be simple in design and comfortable. Where will you put them when mealtime is over? Which will stand hard wear best—chairs with or without upholstery?

Furniture to help with the serving is a great convenience. Have you ever used a tea tray or wheeled tray? (See p. 291.) A small table with a drawer and a lower shelf also helps in serving a meal. How could you use it? A buffet should be simple in design and with drawer space wide enough to hold cloths without rumpling. Have you seen buffets with fancy “dust-catcher” shelves and elaborate mirrors?

The light should not reflect into the eyes of people seated at the table. Simple lighting fixtures are more appropriate than highly colored bead-trimmed ones.

China. What dishes and glassware will you need for the dining room? It is not necessary to buy a “set” of dishes. You choose what you like, omitting some of the pieces from a set. Many china stores have good dishes that can be bought a piece at a time. Very fancy or highly colored dishes are poor choices for general use. Gold bands on dishes must be carefully done to make them so that they will last. You should not expect to find good gold bands on cheap dishes. There are *firsts* and *seconds* in dishes as in other merchandise. You may not mind a slight defect in size, but defective glazing means that the dish will not wear well. You might find *seconds* satisfactory for some purposes and not for others.

Silverware. Silverware is described as *solid*, or *sterling*, and *plated*. The *sterling* silver contains three-fourths of one per cent copper to give it the necessary hardness. The thickness of silver on the *plated* ware determines its quality, and how long it will wear. Cheaper materials resembling silver are also made into “silverware.” They wear fairly well but usually stain easily.

Elaborate designs in silverware are not easy to keep clean and polished. What silverware do you consider necessary for your family? The amount of entertaining you do may determine how much you will need.

Table linens. Table linen is the name used for a wide variety of tablecloths, napkins, doilies, luncheon sets, etc. Which will cost the most in money and in laundering time: a big white linen tablecloth or a small luncheon cloth? Many families use the small cloths for breakfast and lunch time, and use the big tablecloths only for dinner or on special occasions.

Buying tablecloths. A large tablecloth is about two yards or more square. The dinner napkins may match it in pattern and are about 27 inches square. An all-linen cloth made of strong rounded threads about the same weight in both the warp (up-and-down threads as cloth is made on the loom) and the filling (threads running crosswise) and with little or no dressing (starch, etc.) will wear well. Good linen should feel pliable and leathery. A good double damask of medium quality should have about 96 warp threads and 108 filling threads to the inch. A good single damask should have about 74 warp threads and 84 filling threads to the inch.¹ Mark off a square inch on a sample and count the number of yarns.

Double damask is woven so that it may be used either side up. Sometimes it twists out of shape along the selvage when it is washed. It comes only in "pattern" cloths and not by the yard.

Cotton-and-linen and all-cotton tablecloths are made to look like linen. They are cheaper but usually stain easily and become fuzzy and gray in color after a number of washings. The presence of cotton in a tablecloth can be told by the feel of it and by breaking a thread. Cotton leaves fuzzy ends, linen leaves pointed ends. Starch and other dressing materials are often used to help make the cotton look like linen. Sometimes rubbing will loosen the extra dressing so that it falls out as a fine white powder. In buying a tablecloth you will need to consider quality, size, design, and the purpose for which it is intended. It is safest to buy linens only from reliable dealers!

Hemming tablecloths (the damask hem). A big tablecloth may have the two raw edges finished with a small hem about three-

¹ These specifications were supplied by Marshall Field and Company of Chicago.

fourths to one and one-half inches wide. This may be hemmed by hand or hemstitched. A hemstitched edge may tear off where the threads are pulled.

Pinch over the edge of the hem the width you wish it. Now hold the folded hem-edge back against the cloth so that the loose edge of the hem and the cloth to which it is to be sewed are held together. Stick the needle up through the folded edge of the hem so that the knot is hidden inside and fasten the hem to the cloth by placing the needle straight across the two edges and taking a stitch. Place the stitches close together. You can start a new thread the same way as you began. Fasten your thread when you finish with a couple of tiny stitches in the same place.

Napkins may be hemmed the same way, but the hem is much smaller, $\frac{1}{4}$ to $\frac{3}{8}$ inch or more in width.

Hemstitching table linen.

Baste in the hem the width you wish. Right above the edge of the hem at one end, clip three or more threads and pull them out clear across the cloth. Thread the needle with fine white cotton or linen thread about number 60 or 70. Now stick up through the folded edge of the hem about $\frac{1}{16}$ inch from the selvage (so that the knot is hidden inside the hem). Stick the needle around a bundle of threads, around the bundle again and down into the edge of the hem. Repeat this all the way across the cloth.

Luncheon cloths. Luncheon cloths may be made of many materials. Name some. Describe attractive ways of making them. (See pp. 256-258.)

PROBLEMS

1. Visit a furniture store and study dining-room furniture. Pick out several moderately priced sets which you consider well made and attractive. Ask the dealer to show you samples of some of the different woods used in making furniture, what veneered wood is, what is meant by good construction.

2. Make a list of the china and glassware needed for your family. Examine dishes in a china store and make three lists—one for a family without much money, one for a moderately well-to-do family, and one for a more wealthy family. Get the prices for each list. Are you surprised at the totals?

3. Examine samples of linen—plain linen for luncheon cloths and doilies, and single and double damask. Ask the clerk to show you good pieces of damask and explain why they are good. Would you buy the tablecloths and napkins ready-made or hem them yourself? There are seconds in table linen also. Could your family use some of them?

Living room or showroom. Is the living room a place to show off to company on special occasions or a place for the family to enjoy every day? What activities will go on in the living room? Reading? Resting in a comfortable chair? Listening to the radio? Playing games? If we are to use the living room for these ac-



Courtesy of Stratton O. Hammon, Louisville, Kentucky

An attractive living room

tivities we must provide furniture which will be adequate as well as attractive.

The background. The walls and floor will make the background for the furniture we choose. Ivory and cream, warm tans and browns, or soft gray-greens are often used for living-room walls. Do not choose a dark color if the room is dark. What other colors are used with the background color in your living room? There should not be a drab sameness to the whole thing or too much bright color used. There should be some figured things and some plain ones. (Read again pp. 269, 270.)

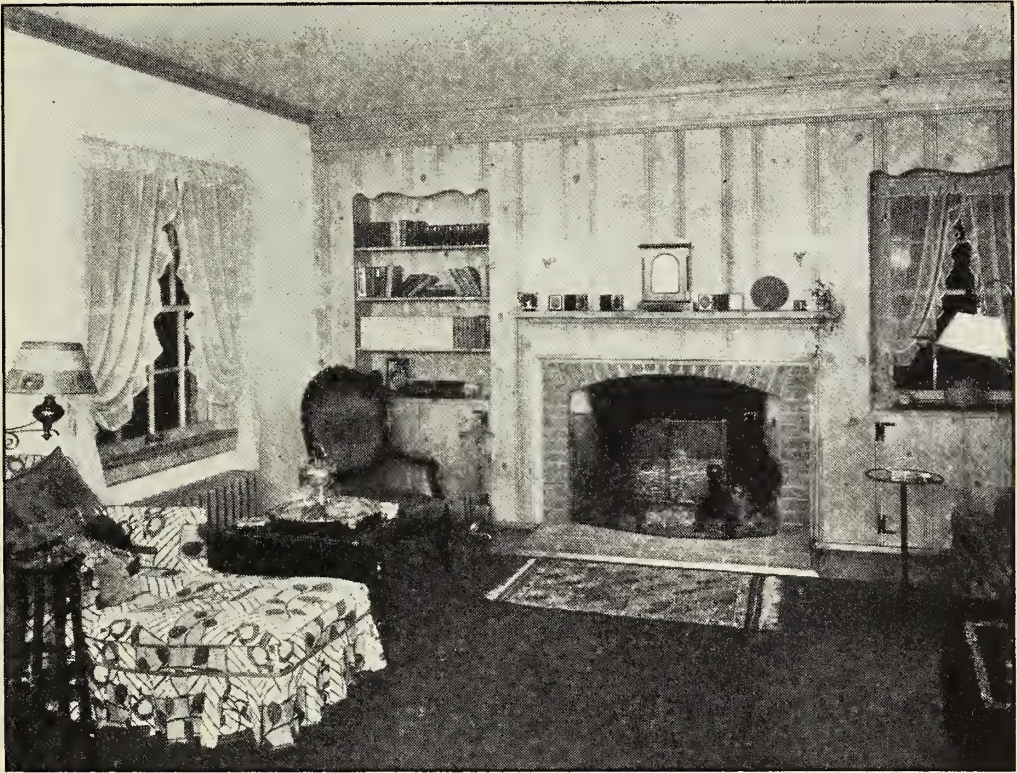
Floors. Many living rooms have polished floors with only small rugs. Most floors have a small space of polished floor

around the edge of a large rug. Which floor is easier to clean? Which is "quieter" and softer to step on? Which would you choose for your home? Why? The time you have to spend cleaning will make a difference in your choice.

Rugs. The way a carpet is woven and the material of which it is made have a great deal to do with its wearing qualities. Besides choosing a design and color suited to your purpose, look carefully at the material used in the front and back of the rug, and see how closely the yarns are placed. Strong silky surface yarns closely packed and tightly held will wear longer than rough-looking yarns placed farther apart and loosely held in the rug. A rug should have a good "body" or general thickness. Cheap yarns used on the back of the rug are sometimes stiffened with a dressing. When the stiffness of this backing disappears with age, the rug seems much lighter and rolls up badly under foot. Fringe, edge-stitching, or binding must be strong to stand wear. Oriental rugs are generally named for the district from which they come. Domestic rugs are usually named according to the way they are woven, as, Body Brussels, Wilton, Tapestry Brussels, Velvet, Chenille, Axminster, etc.

Curtains and draperies. (Read again p. 271.) Why do we have curtains? A living room or dining room often has two kinds of curtains: glass curtains, soft thin material placed nearest the glass of the window; and heavier bright-colored curtain material placed over the glass curtains at top and sides of the window. The heavier curtains may be used to pull across the windows in place of shades, or for decoration only. Nets, voiles, scrims, marquisettes, and theatrical gauze are some of the glass curtain materials used. Cretonne, pongee, chintz, printed linen, and damasks are some of the materials used for drapery. The color of the heavier side draperies should reëcho some of the other colors used in the room, both quieter background and gayer "trimming" colors. If the walls and rug have figured designs, it is wise to choose plain-color curtains. The lines made by the way the curtains are made and draped should fit in with the straight lines of the window. Dining-room curtains may be simpler than living-room curtains. Cloth for draperies or glass curtains needs to be well made and strong, "fast" to sunlight and to laundering.

Making curtains. Which costs less—to cut, sew, and put up your own curtains or pay the store to do it for you? Explain how your living-room curtains at home are made. You can find out how much curtain material to buy by measuring the windows, and adding extra material (two or three inches) for shrinking if the material is washable, and two to three inches for hems. In



Courtesy of Stratton O. Hammon, Louisville, Kentucky

Another living-room arrangement

simple straight curtains, the top casing and bottom hem are sometimes made the same size. This saves time in putting the curtains back after laundering. Cut the material by a thread if possible, stitch hems straight, retrace and tie threads at the ends of the stitching very carefully. One needs to be particular about this because most of the strain in handling comes on the ends of the stitching.

Curtain poles and window shades. Are your curtains put up with string, rods, or poles? Are they easy to put up? Window shades are often made of a cheap, starch-filled material. When the shade is creased or bent, the starchy filling falls out and leaves tiny holes. A more expensive material which does not

have so much filling and which can be scrubbed clean with soap and water will prove economical if you can afford the initial cost. Examine different colors of window shades. Greens will give a cool trim look to a room and tans a warm, sunny look.

Grouping furniture. Have you ever noticed how the furniture in a room seems to fit together into little groups? There is the radio and the easy chair beside it with a lamp near. There is a desk with a chair in front of it, a waste-paper basket beside it, and perhaps a picture above it. There is an easy chair with a magazine rack and a floor lamp near it. Think of the way your living room is arranged and describe the way the furniture is grouped. Is it convenient? It should be pleasantly balanced as you see it against the wall, and not look too heavy on one end or side of the room because all the large pieces of furniture are placed close together. Every room should have a grouping of furniture which makes one principal center of interest.

A comfortable chair. Every living room should have comfortable chairs. A comfortable chair should be the right height from the floor for you, should have the right depth of seat, the right height of arms and back so that you are able to sit in it in a good posture and still relax and rest. Which of the chairs at home do you like best? Can you tell why?

Other living-room furniture. Make a list of other living-room furniture which you might have. Each piece should be well built, comfortable, and attractive and strong enough to stand up under hard daily usage. What kinds have you found to wear well at home? Upholstered furniture is best in quiet patterns or solid colors. It should be of durable materials, and should be well built inside the upholstering. Such furniture can be reupholstered. Whether it is worth while will depend on the price of new furniture and the cost of renovating in your locality.

PROBLEMS

1. Visit a rug store. Examine the rugs and get the dealer to show you the different kinds of rugs and explain the things to look for in each one. Compare the prices of different kinds of rugs in a common size, such as nine by twelve feet.

2. Get samples of many kinds of curtain material. Pick out some attractive kinds that are good strong cloth also.

3. Examine different qualities of window-shade material and compare their prices.

4. Study the groupings of furniture in a room you consider attractive. See if you can improve the arrangement of the furniture at home. Talk it over with your mother first.

5. Visit an upholstering shop. Watch the work and get prices on re-upholstering.

6. Plan the complete furnishings for a living room.

Bedrooms. (Read again p. 271.) What we have said about your own room will apply to most bedrooms. A boy's bedroom will be different from a girl's, of course. Describe an attractive bedroom for a boy, for a girl.

Mattresses. The mattress should be stuffed with material that does not pack down into hard lumps but stays fluffy though firm, and the mattress cover should be of good material with the stitching firmly done. You may use a quilted pad or an old blanket or comforter for a mattress pad.

Sheets. Sheeting should be, first of all, a good piece of cloth. What are the things you would look for in trying to judge it? A sheet should have at least sixty-eight to seventy-two threads to the inch. The warp and filling threads should stand at least fifty pounds when placed in a machine which measures breaking strength. (See p. 211.) If you do your own laundry, you may wish to buy heavy sheets because of their wearing qualities. If you send your clothes to the laundry, a lighter sheet may be a better choice even if it does not wear so long, since the cost of laundering will be less.

A sheet should be twenty-four to thirty-six inches longer than the mattress if it is to tuck in well at both ends. Sheeting should be torn and not cut, so that it will be straight when washed.

Pillowcases. Pillowcases come in several sizes: 36-inch, 40-inch, 42-inch, and 45-inch widths. The cloth for pillowcases is woven around in a tube shape, so that there is no side seam.

Blankets. Blankets are made of both cotton and wool. Which material would be the warmer? Which the more expensive? Unfortunately, many blankets marked "part wool" contain only a very little wool, and it is difficult for one to judge their worth just by feeling and looking at them. It will help to buy from a reliable dealer. There are some lovely colors in blankets.

Which color would look well in your bedroom? Would you need a single, three-quarter, or double-bed size? A double blanket made in one piece or a single blanket?

Comforters. Do you have comforters for bed covers? Silkoline and sateen are often used to cover layers of cotton or wool batting to make comforters. The wool bat is the lighter and warmer but



*Photograph by Robert E. Coates
Courtesy of Good Housekeeping Institute*

The fittings for this modern bathroom can be bought in complete units or panels all ready to set in place

the cotton bat is the cheaper. The batting is held in place inside the case by "tying" it every four or five inches. To make a "tie": Thread a large needle with heavy embroidery thread. Stick down through the cloth and up again. Tie the two ends in a knot and clip them to about a three-eighths inch length.

Bedspreads. Bedspreads should be attractive in design and harmonizing in color with the color scheme of the room. The material of which the spread is made should

be firm, durable cloth which will not wrinkle easily. Some bedspreads have a separate bolster strip to cover the pillows and some are made in one piece long enough to tuck over the pillows. Firm edge finishes add greatly to the life of the spread.

Linen closets. Bed linen and towels are often kept in a special "linen" closet or in a bureau drawer set aside for that purpose. The shelves or the drawers should be wide enough to hold the fresh linen without wrinkling the edge.

Bathrooms—walls and floors. Floors of linoleum, tile, or hardwood can be easily cleaned. The tile and hardwood are rather expensive. What are their advantages? The design will not last as long on linoleum which has the design printed on top

of the material, as on linoleum which is "inlaid," that is, has the design made in the material. Inlaid linoleum is more expensive. Bathroom walls need a wainscoting, a finish extending up four or five feet from the floor. The wainscoting should be washable and yet attractive. A good oil paint on the walls with an enamel paint on the woodwork makes a satisfactory wall finish. Sometimes washable wallpaper is used on old walls instead of paint.

Bathroom furnishings. Bathrooms usually have a wall cabinet over the lavatory. The shelves should be a convenient size for



Courtesy of Marshall Field and Company

- 1, 2, 3—quality and length of cotton fibers
- 4, 5, 6—quality of yarn
- 7—number of threads per inch in underweave
- 8, 9, 10—number and length of loops

the toilet articles and a few medicines you keep there. There should be a good mirror and it should be placed in a good light and at a convenient height. Shelves and racks placed nearby to hold other toilet articles will be very convenient. Glass shelves and racks can be bought cheaply. Could you put one up?

Bathtubs and lavatories may be made of vitreous china, porcelain, or of enameled iron, and, occasionally in old houses, of marble. The porcelain and vitreous china are expensive. A bathtub which stands up on legs is harder to clean around than one which extends clear to the floor.

Do you use a rag rug in your bathroom? bath mats? a small bath stool? A laundry bag or a basket for soiled clothing is very useful in a bathroom. Some bathrooms are equipped with laundry chutes which open into a basket in the basement laundry room.

Curtains should be plain and kept crisply clean. Bathroom windows should be open often and should be screened.

Two general kinds of towels are used in the bathroom: hand or face towels, and bath towels. Hand or face towels are smaller in size than bath towels. They may be made of cotton Turkish toweling, or of cotton or linen in a plain weave of cloth, or of cotton or linen in rough surfaced huck weave. Bath towels are usually made of Turkish towel or terry cloth. Such cloth should have a firm, closely woven underweave of cloth with loops of soft loosely twisted thread. Three to six bath towels, three or four washcloths, and four to six face towels for each person are the numbers often recommended.

PROBLEMS

1. Plan a bedroom for a boy, for a girl, for Mother and Father when Baby's things must be kept in the room.
2. Study samples of sheeting. Is it easy to judge good qualities? Would it help if the cloth were marked so that you would be able to tell some of the things you wish to know about it?
3. Examine different weights of blankets. Can you judge their quality easily? How much wool do you think a "part-wool" blanket should have? Get prices for different blankets.
4. Help your mother make a comforter. Report to the class what had to be done.
5. Study your bathroom at home. What can you do to improve it?
6. Examine rag rugs, Turkish towels. Pick some which you think will wear well. What do they cost?

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SECTION 5—PLANNING A WHOLE HOUSE

Renting or owning? If you rent a house, figure up how much you pay in a year's time. If your family plans to stay in one place long, it may be a good investment to buy a house.

Sometimes one can get an agreement to buy a house where he pays a certain sum in the beginning and then so much each month like rent.

If you own your home, you do not pay rent but you must pay taxes, insurance, repairs, etc., and you lose the use of money which might otherwise be drawing interest. You should figure carefully before buying. List all the things you think should be



Courtesy of Dwight James Baum and "The American Home"
A larger house of attractive design

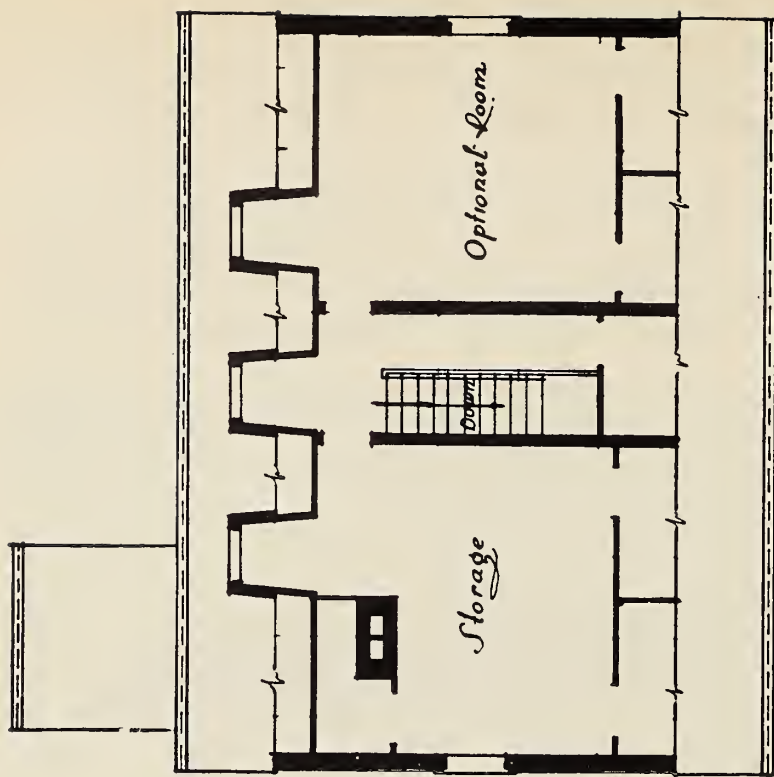
considered. Will the added pleasure of owning be something to consider?

The place. Your house should be built in a good neighborhood. Real-estate men sometimes say that the value of property in any section depends greatly upon the kind of people who live there. If you are building in town, you will want to know the price of the lot and how big it is. The view should be pleasant and the location not far from your work, a good school, good transportation lines, and good shops and stores. The street improvements should be good and already paid for or these items



• FIRST FLOOR PLAN •

Scale
One Eighth Inch Equals One Foot.



• SECOND FLOOR PLAN •

Plans by H. T. Lindeberg. Courtesy of Good Housekeeping Studio of Architecture and Fittings
An attractive plan for a small house

should be added to the cost. Gas and water mains should be near. Some city areas also have building restrictions as to the size and kind of house you can build.

If you are building a farmhouse, you should consider a well-drained location, a pleasing view, a pure water supply, the position of trees, and of barns and other sheds and buildings, and the possibilities for an attractive yard.

Where should the house be placed on the lot? Sometimes a house seems very crowded because it is placed too near the sidewalk in front. If houses are placed very close together, the light and sunshine does not have a chance to get in.

The style of house. You need to decide how you want the outside of your house to look. Which styles do you prefer? Northern Colonial? Dutch Colonial? Southern Colonial? English Cottage? Spanish? Find pictures of different styles of houses. Study those in your neighborhood. Which ones are good for your location and climate?

House plans. Before you decide definitely on the style of the outside of the house, it is well to consider the house plan. A good architect will be better able than anyone else to fit together the needs and likes of your family, the location, and the amount of money you can spend. You will have to have your ideas ready for him.

How many rooms does your family need? If you plan to keep "paying guests" you will need to consider an extra bathroom and perhaps a private entrance for them. It will be wise to provide room enough for entertaining. The living rooms should be in the front of the house with the sleeping rooms in the quieter part of the house and the working rooms in the back.

Study a house plan. Find the solid lines for the walls, the box-like windows and the doors. The entrance should be close to the living room. What would a visitor see when he stepped inside? Where would you put his wraps? The kitchen needs to be close to the dining room. Is it a long way from the kitchen to the front door? Where are the stairways? If the living rooms open into each other, there will be more space for entertaining. If the living rooms are on the same floor as the bedrooms, there should be a small hall or something to give privacy and quiet. There should be good ventilation in all the rooms. The bedrooms should be

placed near the bathroom, but so placed that there is privacy. Suppose you are doing a day's housekeeping in this house. Trace the path you will need to take. Do things seem convenient?

Remodeling. The question of remodeling needs to be given very careful consideration, as it does not always pay to remodel



H. T. Lindeberg. Courtesy of Good Housekeeping Studio of Architecture and Fittings
The exterior of the small house shown in the plan

a house. You may have seen remodeled houses that had queer arrangements of windows and doors and that had rooms spoiled in size and shape. Woodwork can be changed and walls refinished, a new heating system installed, an extra bathroom put in, and electric lights put in. The placing of pipes and wires must be carefully thought out to be safe and to be hidden. The shape and size of the house must be considered carefully if a new porch or entrance is to be added.

The yard. The appearance of a house may be greatly improved by an attractive yard. Grass, flowers, and shrubs "tie" it down to its place in the lot and make it look as though it really belonged there.

PROBLEMS

1. Visit a house that is being built and have someone show you the features of good construction.
2. Draw a rough plan of the placing of a house on a lot. Plan the yard. Have an open space for grass, trees for shade, suitable shrubs against the house, and a place for a garden. Hide unsightly spots with trees, shrubs, and flowers. Use curved lines where possible and remember that the yard should not appear crowded.
3. Describe some birdhouse, garden furniture, or other special feature for a yard. Could you make it?

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SECTION 6—RENTING A HOUSE OR APARTMENT

Where? If you have decided it is wise for your family to rent because you are living in a town temporarily or because it is very expensive to build a house, or because you like the conveniences of an apartment better, you should consider very carefully the new house or apartment to be rented. What does it cost to move? In time and energy? In wear and tear on the furniture?

You will need to consider the neighborhood, how close schools are, and what kind they are, how close the shops and markets are, how far the house is from the places where members of the family work, and what transportation they can get. It will also be wise to find out the rates for water, ice, gas, electricity, and food prices in the neighborhood.

Size? How many rooms do you need for your family? If the house or apartment is not quite large enough, perhaps something can be done to "double up" comfortably. Look to see if there are built-in storage cupboards and cabinets to hold most of your things and if there is a laundry room or extra storage space that can be counted on. Is there a garage? A garden? The rooms should be light and well ventilated and the house in good condition. If changes are to be made, they should be ready before you move in.

Cost? What is the rent? Are there any "extras"? You will need to count in any additional furniture or curtains needed. The heating system should be reliable. Find out how much it will cost to run it.

The business part. When you have decided that you wish to rent the apartment, you usually will make a written contract with the owner. This contract tells the rent, when and where it is to be paid, how much time notice you must give before moving, and sometimes other special agreements. Never sign a lease without reading it. The lease should be made in duplicate and you should have a copy.

PROBLEMS

1. Visit a real-estate renting agency and find out about some of the houses they have for rent. Visit one you think might suit your family. How does it fit your needs? How not?
2. Get copies of leases from the agent and study them carefully. What do you agree to do? What does the landlord agree to do? What is the penalty if you break the contract?

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SECTION 7—YOUR CAR

Buying it. In figuring the cost of a car, it will be necessary to count not only the first cost but also the upkeep and when it will have to be replaced. Cars are not worth as much the second year as they were the first. Be sure to count this in the cost of your automobile. Your money would be earning something if you had it invested some place else. Some families do without money for the doctor and dentist, without savings, without money for the advancement of its members, and sometimes without ordinary comforts in order to have a car. Do you think this is wise? Why not? What can a family without a car do for good times? Name as many things as you can.

How would you go about buying a car? Some member of your family should be able to judge whether it is a good piece of machinery and how it will stand up under hard usage. You should buy from a reliable dealer—preferably one near you. Why? What could you expect from him that you could not get from just anyone? Can you give some instances of this? It will help if you know someone who has a car like it. Try to choose for yourself.

Many people buy, buy, buy, just because things seem cheap or because they can be paid for a little at a time. It costs more to buy on the installment plan. Why? The time for paying for things never seems quite so nice when it does come around and it is not wise to "mortgage your future" so far ahead. Have you known some families who were unhappy and got into difficulties because of too much installment buying? Before you buy a car "on time," find out how much interest you pay on the unpaid balance.

Taking care of your car. You know that your car will not run well and look well unless it has regular care. Some of the things to be done are: keeping it full of gasoline, changing the oil regularly, checking the air in the tires, greasing, keeping distilled water in the battery, washing, polishing, cleaning inside, and equipping with slip covers to protect the upholstery in the summer time. Some people can do these things themselves, some must have a garage man do it. It will be wise to pick a reliable man and then follow his advice. He can help a great deal if you take the car to him regularly for these services. You should check the car yourself to see that nothing has been forgotten. Who looks after the car in your family? It will be better to have one person responsible for it regularly. Some people have a regular schedule for the things that need to be done to their cars. Ask your garage man or auto dealer to help you make one.

Cleaning. Many families are so proud of their car that they all help to keep it clean and shining. Some good ways of washing a car are: with the hose, a sponge or soft brush and a bucket of water. The glass will need washing also and the shiny plated parts will need to be polished. Many of the wax polishes and finishes for automobiles can be put on by members of the family. Can you name some of these polishes? How much do they cost? Why do you like them? You can use a brush or whisk broom or a vacuum cleaner to clean the inside of the car. Why is it important to keep the upholstery clean? Mended if it needs it? Slip covers for the seats are used in the summer time to protect the upholstery. How much do they cost? How are they put on? Many families have fun working together to clean up their car. People are judged by their cars and how they keep them, just as they are judged by their clothes.

PROBLEMS

1. Talk to a banker about the things a family should consider before buying a car.
2. Talk to an auto dealer about the things a family should consider before buying a car.
3. Find out how much installment buying was done in this country last year. Can you find out how much was returned because it could not be paid for? What rate of interest do you pay when you borrow from the bank? Ask your banker what rate you pay when you buy an automobile on the installment plan.
4. Clean a car.
5. Make a schedule for taking care of your car.

REFERENCES

1. *In this book*: Managing family money and time, p. 371.
2. "Shall We Buy a Used Car?" Consumers' Research General Bulletin, Consumers' Research, Inc., Washington, New Jersey, Vol. III, No. 3, page 3, April, 1934.

MATCHING EXERCISES

Part I—Your Own Room

- | | | |
|-------------------------|-------|---|
| 1. Daily cleaning | _____ | Near the clothes closet and in a good light |
| 2. Weekly cleaning | _____ | So that wire does not show |
| 3. Walls which are | _____ | Straight with walls of the room |
| good background | _____ | Windows or doors placed opposite each other |
| 4. Floors which are | _____ | to allow for good circulation of air |
| good background | _____ | Should go with the lines of the window |
| 5. Hang small pictures | _____ | Make bed, "pick up" |
| 6. Hang large pictures | _____ | Air bed, turn mattress, make bed with clean |
| 7. Place the bed | _____ | linen, sweep, dust |
| 8. Placing furniture | _____ | Where one can relax, yet be erect in a good |
| 9. Cross-ventilation | _____ | position |
| 10. Lines of curtains | _____ | Do not have brilliant colors or elaborate |
| 11. Placing dresser | _____ | patterns in finish or paper, etc. |
| 12. A comfortable chair | _____ | To leave most space in room, no draft, no |
| | _____ | light in eyes |
| | _____ | So that the wires go straight up to the molding |
| | _____ | Do not have bright colors or "showy" |
| | _____ | patterns in finish or in rugs |

Part II—Making a Bed

- | | | |
|--------------------|-------|--|
| 1. Lower sheet | _____ | Turn once a week, end to end once, then side to side |
| 2. To miter corner | _____ | Spread smoothly, turn sheet back over top |
| 3. Upper sheet | _____ | Put on top of blanket, smooth out wrinkles |
| 4. Blanket | _____ | Lay top hem wrong side up, partly miter two lower |
| 5. Pillow | _____ | corners |

- | | | |
|-------------|-------|--|
| 6. Mattress | _____ | Grasp sheet two feet from corner, tuck in hanging |
| 7. Spread | _____ | edge, tuck in piece in hand |
| | _____ | Lay center crease straight, miter all four corners |
| | _____ | Shake until plump, put on clean case |

Part III—Keeping the Home Clean

- | | | |
|-----------------------------------|-------|--|
| 1. Daily cleaning in kitchen | _____ | Scouring powder, furniture polish, furniture wax, clean rags |
| 2. Weekly cleaning in kitchen | _____ | Use clean cloth, rub all edges, surfaces, corners, etc. |
| 3. Daily cleaning in dining room | _____ | Use rubber suction pump or strong lye solution |
| 4. Weekly cleaning in dining room | _____ | Wash in soapy water, rinse thoroughly, dry, shake until fluffy |
| 5. Daily cleaning in living room | _____ | Wash dishes, sink, work-table tops, empty garbage, sweep |
| 6. Weekly cleaning in living room | _____ | Scrub tub and lavatory, hang up towels, washcloths, etc. |
| 7. Daily cleaning in bathroom | _____ | Broom or sweeper, floor mop, radiator brush, dustpan, etc. |
| 8. Weekly cleaning in bathroom | _____ | Seasonal heavy cleaning, or one room thoroughly each week |
| 9. Cleaning schedule | _____ | Clean refrigerator, scrub floor, wash garbage pail |
| 10. Cleaning a refrigerator | _____ | "Picking up," dusting, watering flowers, straightening furniture |
| 11. Mopping a floor | _____ | Wash all fixtures, put out fresh towels, soap, etc., scrub floor |
| 12. To open a drain | _____ | Use very wet cloth first, rinse, wring, wipe up dirty water |
| 13. House cleaning | _____ | Clear table, use sweeper under table |
| 14. Dusting | _____ | Sweep, dust furniture, use floor mop, straighten furniture, rugs, etc. |
| 15. To wash floor mop | _____ | Clear table, sweep, dust, polish silver |
| 16. Cleaning equipment | _____ | A list of cleaning to be done with a time for each |
| 17. Cleaning supplies | _____ | Sort leftovers, wash walls and wire racks, clean drain and ice tray |

Part IV—Laundering

- | | | |
|----------------|-------|---|
| 1. Preparation | _____ | Turn inside out, fasten by strongest places |
| 2. Equipment | _____ | Smooth out wrinkles, collars, cuffs, sleeves, then body of the garment |
| 3. Sorting | _____ | Mix few drops with water, old garments first, then all white clothes |
| 4. Soaking | _____ | Hot water five minutes, warm water five minutes, additional five minutes warm water if needed |
| 5. Washing | _____ | |
| 6. Rinsing | _____ | |
| 7. Blue water | _____ | |

- | | | |
|----------------|-------|--|
| 8. Sprinkling | _____ | White clothes (table linen, bed linen, underwear), |
| 9. Ironing | | colored clothes (light, then dark), rags |
| 10. Hanging up | _____ | Lukewarm water overnight or five minutes in machine |
| | _____ | Washer, tubs, boiler, bench, basket, clothes rack, iron, ironing board |
| | _____ | Collect and sort clothes, arrange supplies and equipment |
| | _____ | Ten to twenty minutes in hot, soapy water, repeat if needed |
| | _____ | Dampen with warm water, roll tightly together, cover |

Part V—Furnishing a House

- | | | |
|-------------------------------------|-------|---|
| 1. Kitchen preparation center | _____ | Taxes, upkeep, interest on investment, insurance |
| 2. Kitchen cleaning center | _____ | Costs more than paying cash |
| 3. Kitchen baking center | _____ | Large enough for bed, made of good strong materials, fairly heavy weight |
| 4. Kitchen serving center | _____ | Part of room or furniture grouping which attracts attention |
| 5. Kitchen storage center | _____ | Made of strong silky surface yarns, closely packed and tightly held, pleasing patterns, harmonizing with colors of room |
| 6. Arrangement of kitchen furniture | _____ | Proper size for bed, fairly heavy weight, about 68 to 72 threads per inch |
| 7. Good furniture | _____ | Light thin cloth placed next to window |
| 8. Double damask | _____ | Many loops on surface, strong closely woven underweave |
| 9. A good rug | _____ | Table space and cupboards for china, near dining-room door |
| 10. Center of interest | _____ | Read carefully, keep copy of |
| 11. A good sheet | _____ | Refrigerator, cupboards, should be near outside door |
| 12. Good Turkish towels | _____ | A table linen material, woven so that either side may be used as the right side |
| 13. Styles of houses | _____ | Architect's drawings of floor plans, etc. |
| 14. Cost of owning | _____ | U-shaped in this order: storage, preparation and cleaning, cooking, serving |
| 15. Signing a lease | _____ | Stove and utensils needed there |
| 16. Installment buying | _____ | Sink and cupboards for china |
| 17. Glass curtains | _____ | Sink, table tops, and cupboards for knives, kettles, etc. |
| 18. House plans | _____ | Is strong and well built, simple and pleasing in design and ornament |
| 19. A good blanket | _____ | English, Dutch Colonial, Spanish, Southern Colonial |

UNIT FOUR

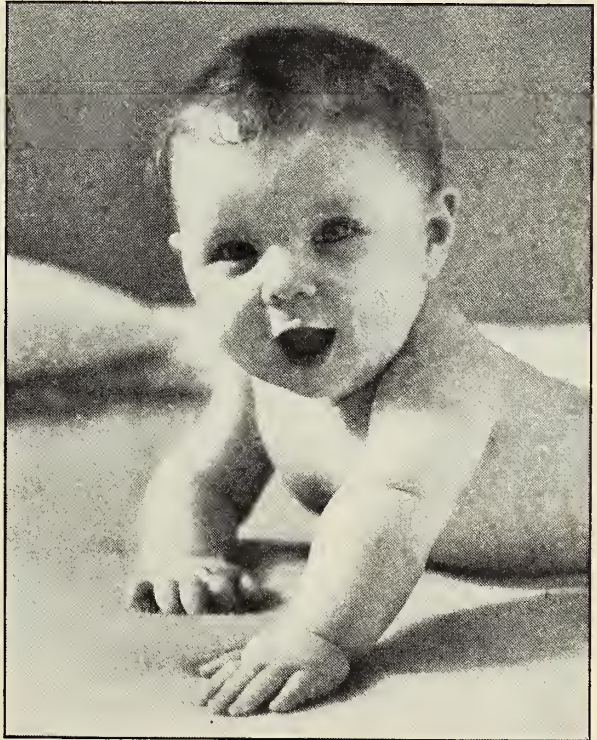
CARING FOR SMALL CHILDREN

SECTION 1—WHAT BABY NEEDS

Who takes care of Baby? Have you a baby or small child in your home? Tell us how old he is and what he can do. Do you think he is growing as he should? Perhaps you have helped to take care of a baby. Let us make a list of the things Baby will need to have done for him. What will he have to be given in the way of a home? food? clothes? sleep? training? movement from one place to another? protection from accident and disease? Which of these will his parents do for him? brothers? sisters? playmates? policemen? teachers? How old should he be before he does many of these for himself?

Baby's parents. If Baby is to grow into a fine, strong, healthy, happy, man or woman what kind of parents will he need? Healthy parents usually have healthy children. Baby's parents need not be large for him to be strong and healthy. People who are normal

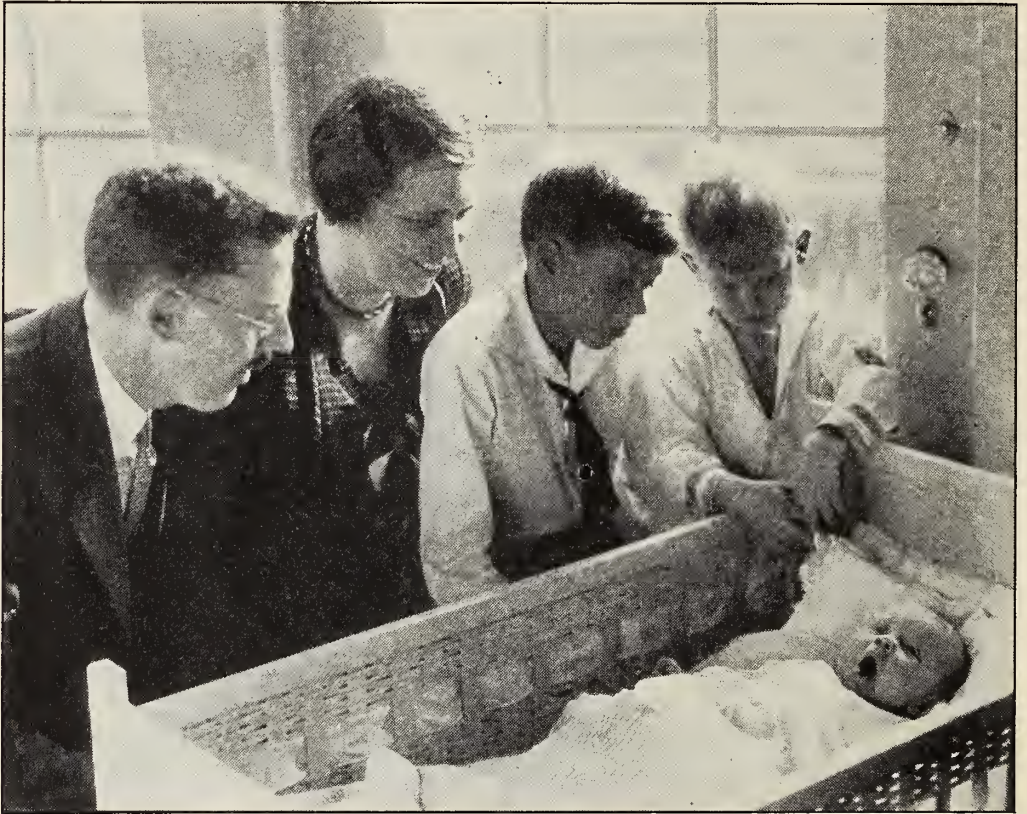
mentally usually have normal children and Baby is entitled to a normal, healthy mind as well as to a sound body. Sometimes dogs become mean because of the way they are treated. Children do the same. Baby's parents should be happy most of the



*Photograph by H. Armstrong Roberts
Courtesy of Good Housekeeping Institute*

A fine, healthy baby

time and kind all the time. Scolding and nagging make Baby nervous and ill-tempered. It has been discovered that people learn more rapidly, do better work, stay well longer, and get well quicker when they do not have to worry and when everyone is kind to them. Now you know why it is so important for Baby to have parents who are kind and good natured as well as strong and healthy in mind and body.



Photograph by Ruth Alexander Nichols

The family's baby

Baby's community. Here is a list of the things one junior high-school girl says she wants to have in the community in which she lives:

- A chance to make a good living
- A good water supply and sewage system
- Clean streets and good walks
- Well-kept and convenient stores
- Pretty parks, good shows, and amusements
- Excellent schools, libraries, and churches
- An attractive neighborhood and good neighbors
- A grassy yard and a comfortable house

Would you want these in your community? What else? Perhaps you would rather live in a small town or in the country. In what ways might they be better for Baby? In what ways might they be poorer?

What kind of house will be best for Baby? A clean, sunny, warm house, large enough so that the family is comfortable and small enough so that they can care for it easily, will make a good house for children. Such a house should be as nearly fireproof as possible, have safe electric wiring and have few, or no, places that will be dangerous for a baby, such as: open fireplaces without screens, open stairways, and sharp corners. Furniture needs to be carefully chosen for its comfort and durability as well as for its beauty.

PROBLEMS

1. Describe the best parents you know other than your own.
2. List the things about your community that make it a good place for children. Are there any that make it bad for children? What is being done about these? What would you like to see done?

REFERENCES

1. *In this book*: Planning a whole house, p. 306.

SECTION 2—BEFORE BABY COMES

A good start. A baby who is little and weak at birth does not have as much chance to live and grow strong and well as a baby who is larger and stronger. Doctors tell us that one of the best ways to give a baby a good start in life is to take good care of the mother during the months she is expecting the baby. One of the very first things she should do when she finds out Baby is coming is to see her doctor. He will advise her about her food, sleep, rest, and exercise. The mother will also need a physical examination much like that which anyone might be given to see if he were in good health. Why is it so necessary to have every part of the mother's body in good working order?

Food for the expectant mother. "Eat just as you always have" is what the doctor usually tells the expectant mother. A

high-school foods class once made these suggestions to expectant mothers who came to a baby clinic:

1. Eat at least 2 fruits (1 cooked and 1 raw) every day.
2. Eat at least 2 vegetables (1 cooked and 1 raw) every day.
3. Eat whole wheat bread or cereal every day.
4. Eat an egg, or the yolk of it, every day.
5. Drink milk—at least a pint at first and at least a quart a day after the fifth month.
6. Drink 5 or 6 glasses of water every day.
7. Eat enough simple foods to suit the mother's taste.
8. Eat one small serving of meat or fish daily.

Why is each of the foods listed above needed?

To whom will Baby belong? Mother? Father? Sister? Brother? You have already decided that he belongs to the *family*. Then whose responsibility is he? If he is *our* baby, then he is *our* responsibility, and it is everyone's job to make Mother happy and comfortable during the time she is expecting Baby. You can help her to get plenty of sleep, fresh air, and sunshine. She should avoid very heavy work and long automobile and train trips. How can you help to keep her happy?

PROBLEMS

1. Mrs. Jones is expecting a baby. Shall she go to the hospital or stay at home when the baby is born? What things must she consider before she decides?

2. If there is an Infant Welfare Clinic near you, visit it and find out what they do for mothers and babies.

REFERENCES

1. *In this book*: Elimination, p. 23; The daily food pattern, p. 13; Food values, pp. 91-111.

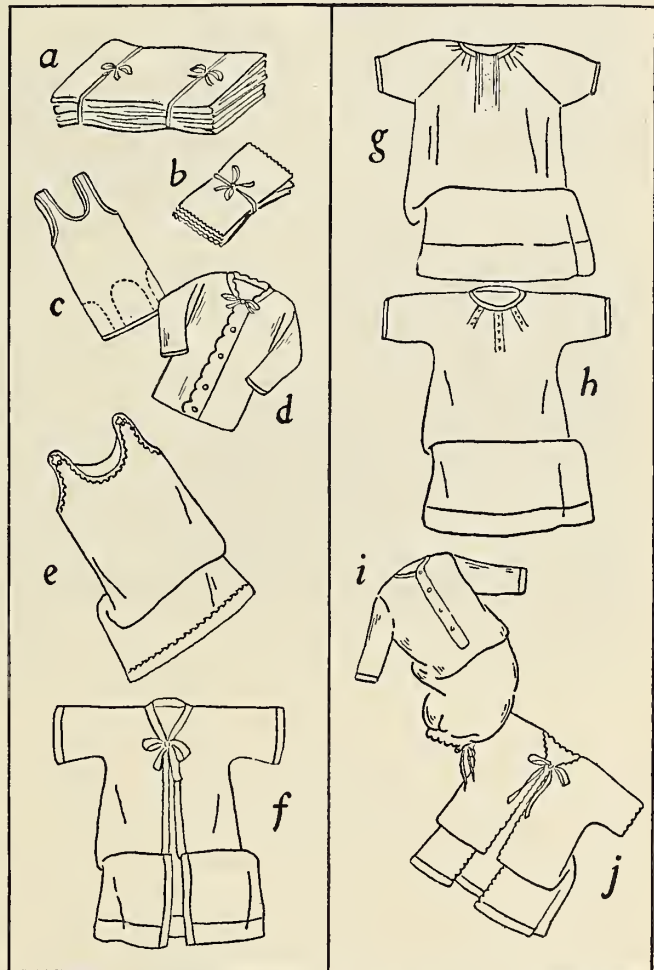
SECTION 3—BABY'S FIRST CLOTHES

Baby's first clothes, his bath and toilet articles, his bedding, etc., are called a "layette." The clothes that go into a layette should be chosen so that Baby can wear them during the first six months. All of these clothes need to be soft and light in texture, loose enough for movement and growth, designed for ease in dressing, and ease in laundering.

Here is a layette which includes only the clothes Baby must have if his washing is done every day:

- 3 abdominal bands (for wear until the navel heals)
- 3 or 4 shoulder-strap bands (for wear after navel heals)
- 3 or 4 knitted shirts, size 2
- 3 or 4 pairs of stockings
- 3 nightdresses
- 3 petticoats or "Gertrudes"
- 2 to 4 dozen diapers

The bands, shirts, and stockings may be cotton for summer wear. Shirts and shoulder-strap bands should be of soft fine materials closely knit, with seams and edge finishes firmly sewed. Shoulders and neck of the shirt should be made so that they do not stretch out of shape. Several dresses, one or two short jackets or sweaters, and a coat and cap are some of the additions which may be made to this list of clothing. More expensive layettes may include larger numbers of each of the garments listed, especially diapers. White or pale colors and simple designs with simple flat trimmings are always in good taste. Directions for making many of the garments listed above are given on pages 248 to 261.



Clothing from a baby's layette

a. Diapers. b. Abdominal bands. c. Shoulder-strap bands. d. Shirt. e. Petticoat. f. Kimono. g. Raglan sleeve dress. h. Kimono sleeve dress. i. Winter nightgown. j. Summer nightgown or kimono.

Laundering. Shirts, stockings, and knitted bands are usually washed by hand with the same care given any fine fabric. (See pp. 32 and 36.) Shirt and stocking driers, stretchers, or "frames," are very useful in drying these garments. Others of Baby's garments, such as skirts and dresses, may be washed by hand or in a washing machine. Diapers can be kept in a covered bucket,



Courtesy of U. S. Bureau of Home Economics

The United States Bureau of Home Economics recommends baby clothes that open in front and fasten with ties

and washed as soon as possible after they are soiled—at least every day. Rinse them first in cold water, then wash, boil, and rinse well. Dry in the sun if possible, smooth out, and fold.

PROBLEMS

1. Make lists for three layettes—one inexpensive, one moderately priced, and one expensive.
2. Examine a complete layette in class.
3. Look at layettes listed in catalogs. Discuss and compare them as to number and kind of articles included, quality of materials, and cost. Perhaps someone in the class can get the prices of homemade layettes to compare with these costs.

REFERENCES

1. *In this book*: Children's clothing, pp. 248-261.
2. WEST, M., *Prenatal Care* (revised edition), U. S. Children's Bureau Publication No. 4, 1930, Bureau of Documents, Washington, D. C.
3. WEST, M., *Infant Care*, U. S. Children's Bureau Publication No. 8, 1926, Bureau of Documents, Washington, D. C. Study, "Clothes," pp. 26-31.

SECTION 4—BABY'S ROOM

If we have a separate room for Baby's things, it will be easier to care for him and for them. A sunny, airy room with the simplest and most easily cleaned furniture is best for a nursery. What kinds of floor finishes would be most easily kept clean? wall finishes? furniture? What furniture will Baby need? Be sure to include a place for him to sleep, a place for his clothes, a place for Mother to sit, and a place for his bath and bath things. A chest of drawers for Baby's clothes, a comfortable low chair for Mother, a drying rack, and washable curtains at the windows will complete the nursery.

If we do not have a room for a nursery, we must plan a place for Baby's things. Might they be kept in a corner of Mother's bedroom? In that case, we may wish to use a basket bed for Baby until he outgrows it, as he will in about three months.

Baby's bed. Baby should have a bed that will be large enough for him for several years. Steel is usually best because it is so easily kept clean. It should have a good firm mattress with a pad to cover it and a rubber sheet to protect both. Soft light blankets, sheets, but no pillow, will outfit the bed.

Making a basket bed. Choose a large clothesbasket. Paint it if you like. Line the inside with washable cloth. A convenient basket cover can be made of a straight strip of cloth with a casing for an elastic near the lower edge. Colored binding tape may be used to trim the lower edge. If large pillows are used for a mattress, they should be very firm ones. Flannelette or muslin covers or little blankets over a mattress pad and a rubber or oilcloth sheet will outfit the basket.

PROBLEMS

1. Plan the furniture for a nursery. Perhaps you can visit several homes to see how other families work this out. Visit the stores and get

prices on your equipment. See how much you can economize. Perhaps you will want to divide your class into committees, each one to find out about one piece of furniture.

2. Make a baby basket bed. First, plan it carefully. Divide the class into committees to buy materials. Let some paint the basket, some make the mattress, the pad, the oilcloth pad, a flannelette sheet, a little quilt or blankets, and a basket cover.

3. Plan where you will keep Baby's things if you do not have a nursery.

SECTION 5—BABY'S FOOD

What do little kittens eat? puppies? calves? The human baby has his best food also! His mother's milk, with the proper additions later on, will usually be the best food we can give him. If the mother takes good care of herself before the baby is born, and if she continues to do so afterwards, she usually will have plenty of good milk for Baby. The food advice we gave Mother before Baby was born will be good advice now.

Mother's needs. In addition to what she eats, Mother will need plenty of sleep, rest, and sunshine. She will need at least eight hours of sleep at night and an hour sometime during the day. If she is overworked and nervous she will not have enough milk for Baby. How can we guard against that?

First feedings for Baby. In nursing Baby, the breast should be held away from his nose so that he does not take in air as he sucks. After he is through nursing, he should be held up against the shoulder and his back should be patted gently to help him get rid of any air he may have swallowed. This helps prevent colic.

How would you give Baby a bottle? Baby will need an occasional drink of water. How could you be sure that the water was pure? How would you give it to Baby?

Feeding schedules for Baby. Baby should be fed regularly every three or four hours, as the doctor advises. It is necessary to feed Baby often because his stomach is so small—holding about one ounce at birth. A little baby is often fed every three hours until he is about three months old. This would make his feedings come, for example, at 2, 6, 9 a.m., 12 noon, and 3, 6, and 10 p.m.

At three months Baby will sleep through the night. Which feeding can be left out? At that age a healthy baby should be

changed to a four-hour schedule. His meals might then come at, 6 and 10 a.m. and 2, 6, and 10 p.m.

Extra foods. Besides water to drink, the first extra things Baby can have to eat are orange or tomato juice and cod-liver or halibut-liver oil. These may be given when he is about a month old. Start with a very little orange or tomato juice at first, strained and diluted with an equal amount of water, and work up to two tablespoonfuls of the mixture. Teach Baby to drink from a spoon and later from a cup. Why? Why do you eat fruit? We give Baby orange or tomato juice for the same reason. Which foods give him an abundance of vitamin D? (See p. 101.)

Baby's first cereal.

When he is about six months old Baby may have a cooked cereal. The cereal should be thoroughly cooked, and usually

it is strained after cooking. Give it to Baby with a little milk, but no sugar.

Baby's first vegetables. When Baby is about eight months old he may have a vegetable feeding. Carrots, spinach, turnips, and celery may be chopped and boiled in a little water until tender. Put the pulp through a fine sieve before serving. These vegetables may be put into a soup also. Find a recipe for such a soup. At ten months Baby may have another cereal feeding or toast and soft-cooked egg in place of a breast feeding. Little by little, we may substitute other foods so that Baby is weaned without being upset.



Copyright by H. Armstrong Roberts
Mealtime

The bottle-fed baby. If Mother doesn't have enough milk for Baby, what shall we feed him? The doctor will advise a formula for preparing the milk. A formula is a recipe telling just what to add to the cow's milk, or whatever is used, to make it as nearly right as we can for Baby's needs. It is well to follow the formula exactly. Keep all the milk and bottles and nipples clean.

A bottle-fed baby is usually fed on a 4-hour schedule. At what hours will he be given his bottles? Baby must have a drink of clean, boiled water in between feedings. Extra foods also will be necessary for the bottle-fed baby.

PROBLEMS

1. Make clock faces showing Baby's meal times if he is on a 3-hour feeding time. A 4-hour feeding time.

2. Prepare all the foods baby may have up to one year of age. You will want to include:

Cod-liver or halibut-liver oil	Milk
A strained cereal	Egg yolk
Vegetable pulp	Toasted bread
Orange juice	

Here are the recipes:

Orange Juice. Cut an orange in half. Squeeze out the juice, strain through a fine sieve. Take 1 t. and add 1 t. of pure water. Place in a small glass cup for the exhibit. How would you feed it to Baby?

Prune Juice. Put 4 prunes to soak in $\frac{1}{2}$ c. water and let stand over night. Cook slowly until plump. Strain off the juice and serve it in a small dish or cup. When Baby is older he may have some of the pulp. How would you prepare it so that he could eat it? Why are prunes especially good for a baby?

Oatmeal. $\frac{1}{4}$ c. oatmeal, $\frac{1}{4}$ t. salt, 1 c. water. Cook in a double boiler for at least 1 hour. Strain through a sieve. Serve from 2 to 4 t. in a small dish. Milk may be added, but not sugar.

Toast. Toast a slice of whole-wheat bread very slowly so that it dries out well and is quite hard. Cut into small pieces.

Spinach. Wash leaves thoroughly (use about a handful of the leaves). Chop into small pieces, cook in 1 T. boiling salted water ($\frac{1}{8}$ t. salt) until tender (10 or 12 minutes). Rub through a fine sieve and serve 1 to 3 t.

Carrots, Turnips, Celery. Make your own recipes for these.

Egg. Put $1\frac{1}{2}$ to 2 c. water in a small pan to boil. Wash an egg, put it in the boiling water, cover the pan and set it on the back of the stove for from 8 to 10 minutes for a soft-cooked egg. Remove from fire, open and serve the egg in a small dish with the hard toast.

3. Have someone who knows show you how to prepare a day's feedings for a bottle-fed baby.

4. Get together a collection of nursing bottles and nipples. Decide which are best and why.

5. Get the nurse to show you how to hold the bottle when feeding a baby.

REFERENCES

1. *In this book:* Cooking cereal, p. 116.

SECTION 6—BABY'S BATH

Preparation. What are some of the things we must get ready beforehand? The room must be a little warmer than usual and there must be no drafts. All of the things we shall need must be laid out near at hand. Let us make a list of them:

Clean clothing—warmed and dry.

Bathtub—small enamel or tin tub. What else could we use?

Pitchers of hot and cold water. Why both hot and cold?

Towels—old linen or soft Turkish.

Washcloths—two. Why two?

Soap—a mild white olive oil Castile or any good mild soap.

Boric acid solution in case the doctor prescribes it—1 tablespoon crystals to 2 cups hot water—shake—pour off.

Absorbent cotton.

Safety pins, talcum, vaseline, etc.

A very little baby should be given a sponge bath (with water or with oil), but he may have a tub bath soon after the navel is healed.

To give a baby a tub bath: Take off his outer clothing. Wash his face gently and pat it dry. Work up a soap lather on your hand and rub it on his head. Rinse this off and dry carefully. Now remove Baby's clothing and soap his body quickly with your hands. Lift him with one arm under his back, and holding his feet with the other hand, set him gently in the tub of water. Rinse off the soap. Be careful not to move him quickly or let him slip or he may become frightened. Lift him out of the tub, roll him up in the towel, and pat him dry.

At this stage of the bath, some people wash Baby's eyes with a boric acid solution, using a separate piece of cotton dipped in

the solution for each eye. Unless Baby's eyes are sore, it is best to leave them alone. This also applies to Baby's nose and ears, since picking and poking often break the skin so that infections develop. If any infection occurs, consult a doctor about it and follow his directions carefully.

After a bath Baby should be dried thoroughly. Powder is not a substitute for proper drying in the creases, though it is sometimes so used. If powder is used be sure that Baby is thoroughly



Photo by Doris Day

How to hold a baby when lowering him into the bath

dried first. Dress Baby quickly and with as little fuss as possible. Clothes that open down the front and may be laid one inside the other help to shorten the process. Can you think of other ways to speed up the dressing?

When Baby is older he will enjoy his tub bath very much. Be sure to put a towel in the bottom of the tub so that he will not slip and hurt himself or become frightened. Many grown-ups are afraid of water because they were frightened in the bath when they were babies. Sometimes these same fears are responsible for people drowning. The temperature of the water is important also. To be right for Baby it should be comfortable to your elbow.

If you have a thermometer for testing find out what temperature this is. It may be necessary to add more warm water near the end of the bath. Would you do this with Baby in the tub? Why not? Tell how you would clean and cut Baby's fingernails. It will be easier to do it right after the bath. Baby will not need to have his hair washed and fingernails cleaned every day, and he will not need soaping each time. What will soap do to the oil in



Photo by Doris Day

How to hold a baby's head with one hand while using the washcloth in the other hand to rinse the soap from the baby's body

Baby's skin? A mild, unscented, and uncolored soap will be best for Baby.

PROBLEMS

1. Have a person who knows how, bathe a baby for your class. Not everyone who does it knows how! Watch carefully to see how the baby is treated.
2. Make a list of things for Baby's bath tray.
3. See if you can help bathe a baby. What could you do?

SECTION 7—SLEEP AND REST

Baby's sleep. A little baby will sleep many hours of the day and an older child will need long hours of sleep at night plus

a nap in the daytime. Look at the table below. How many hours should a baby one month old sleep? One year? Two years? Six years? How many hours should you sleep?

TABLE VII
SLEEP REQUIREMENTS FOR CHILDREN ¹

Birth to 1 year	16 to 22 hours
1 to 2 years	16 hours at least
1 to 3	15 " " " (12 at night 1 morning nap 2 afternoon naps)
3 to 4 "	14 " " " (12 at night 2 morning or afternoon naps)
4 to 5 "	13 to 14 hours
5 to 6 "	12 at night, 1 hour nap if possible
6 to 7 "	12 hours
7 to 8 "	12 "
8 to 9 "	11½ "
9 to 10 "	11 "
10 to 11 "	11 "
11 to 12 "	10½ "
12 to 13 "	10 "
13 to 14 "	9½ "
14 to 15 "	9½ "

Baby's bed must be clean, dry, and comfortable. The amount of covers used on the bed will depend on the temperature of the room. Feel Baby's feet or head. If they are comfortably warm, the amount of covers is right; if they are cold, he needs more; if they are damp with perspiration, he has too many. Baby himself must be comfortable when you put him to bed. One mother used always to say to herself, "Clean—dry—no pins," checking each as she put her baby to bed.

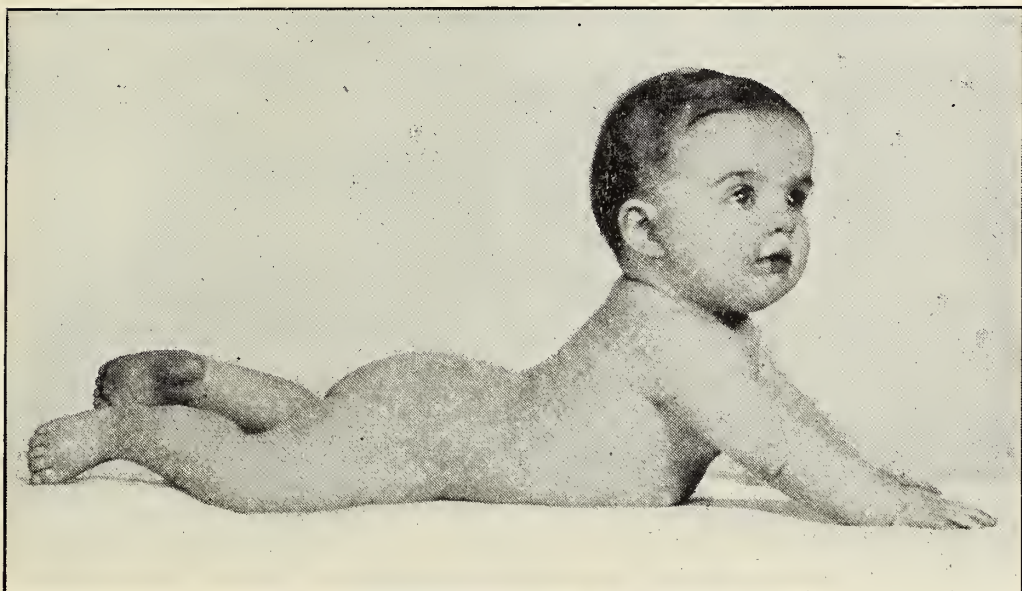
Sleep habits. Among all the dozens of other habits, Baby must form a habit of sleep. If we put him down to sleep at the same time every day he will get used to going to sleep at that time. Once we are sure that Baby is comfortable, we must put him down and leave him alone. Too much noise would be bad, but Baby should sleep through ordinary household noises.

What shall we do if Baby cries after we put him down to sleep and leave the room? If we are sure about the "Clean—dry—no pins" rule, we can let him alone without much worrying. Baby

¹ Arranged from Seham, M., and G., *The Tired Child*, J. B. Lippincott Co., Philadelphia, 1926.

may only be lonesome for your company. If you go back, and he stops crying at once, what would you decide was the matter? What would you do? Baby has several different cries. Can you distinguish the cry of pain? of anger?

Exercise and play. When Baby is very little, he needs mostly quiet and rest. Just before you put him to bed is a good time for mild exercise. Remove most or all of his clothes and let him lie in the middle of the bed and kick and wriggle for a while. An



Courtesy of E. R. Squibb & Sons—Squibb Cod-Liver Oil

Ready for some exercise

older baby will enjoy lying on the floor on a thick soft quilt. After he has learned to creep around and is beginning to learn to pull himself up on furniture, a play pen will be useful.

PROBLEMS

1. Make a baby's bed. Ask the baby's mother if she has any trouble keeping Baby properly covered. Find as many ways as possible of solving this problem.

2. The Smiths have company who would like to see the baby. Should the baby be kept up to see them, or waked up when they come, or be left undisturbed while they look at him?

3. Jimmy is 10 months old and his daddy likes to play with him just before he goes to bed. Jimmy gets very excited. Will he go to sleep easily? What shall we do about it since Jimmy's father doesn't get home until late?

4. When Mary Jane was ill her mother rocked her to sleep and now she cries every night until she is rocked to sleep. What would you do about it?

REFERENCES

1. *In this book*: About sleep, p. 21.

SECTION 8—DAILY SCHEDULES

What to do when. Baby must have a schedule! If we feed him at the same time every day, how will he feel when that time comes around? If we put him to sleep at the same time every day, how will he feel at that time?

Let us make a list of things Baby must do every day—the things that must go into the schedule:

Eating
Sleeping
Bathing
Exercise or playing
Toilet

Here is a schedule. Is everything planned for?

DAILY SCHEDULE FOR SIXTH, SEVENTH, AND EIGHTH MONTHS ¹

6 : 00 a.m.	Breast feeding.
6 : 20 a.m.	Sleeping or playing alone in crib.
9 : 15 a.m.	Taking cod-liver oil followed by orange or tomato juice.
9 : 20 a.m.	Undressing and playing on bed freely without clothing.
9 : 40 a.m.	Bathing.
10 : 00 a.m.	Eating cooked cereal. Breast feeding.
10 : 20 a.m.	Bowel movement.
10 : 30 a.m.	Having sun bath, long nap, and drink of water after nap. Playing with toys.
2 : 00 p.m.	Eating egg yolk and sifted vegetables. Breast feeding.
2 : 20 p.m.	Taking short nap out-of-doors, drinking water, playing.
5 : 00 p.m.	Being undressed and playing on the bed quietly with Father or with children in the family.
5 : 50 p.m.	Taking cod-liver oil, followed by orange and tomato juice.
6 : 00 p.m.	Eating cooked cereal. Breast feeding.
6 : 20 p.m.	Bowel movement.
6 : 30 p.m.	Sleeping in cool, dark room.

PROBLEMS

1. Collect schedules for babies from mothers you know. Compare them and pick out the good points of each.

2. Plan the mother's work so it will fit into the baby's schedule.

¹ Arranged from Strang, Ruth, *An Introduction to Child Study*, The Macmillan Company, New York, 1930, pp. 93-94.

REFERENCES

1. WEST, M., *Infant Care*, U. S. Children's Bureau Publication No. 8, 1926, Bureau of Documents, Washington, D. C. Study, "Baby's Daily Time Cards," pp. 8-11.

SECTION 9—GROWING AND DOING

"The funniest thing about him
Is the way he likes to grow—
Not at all like proper children
Which is always *very* slow!—"

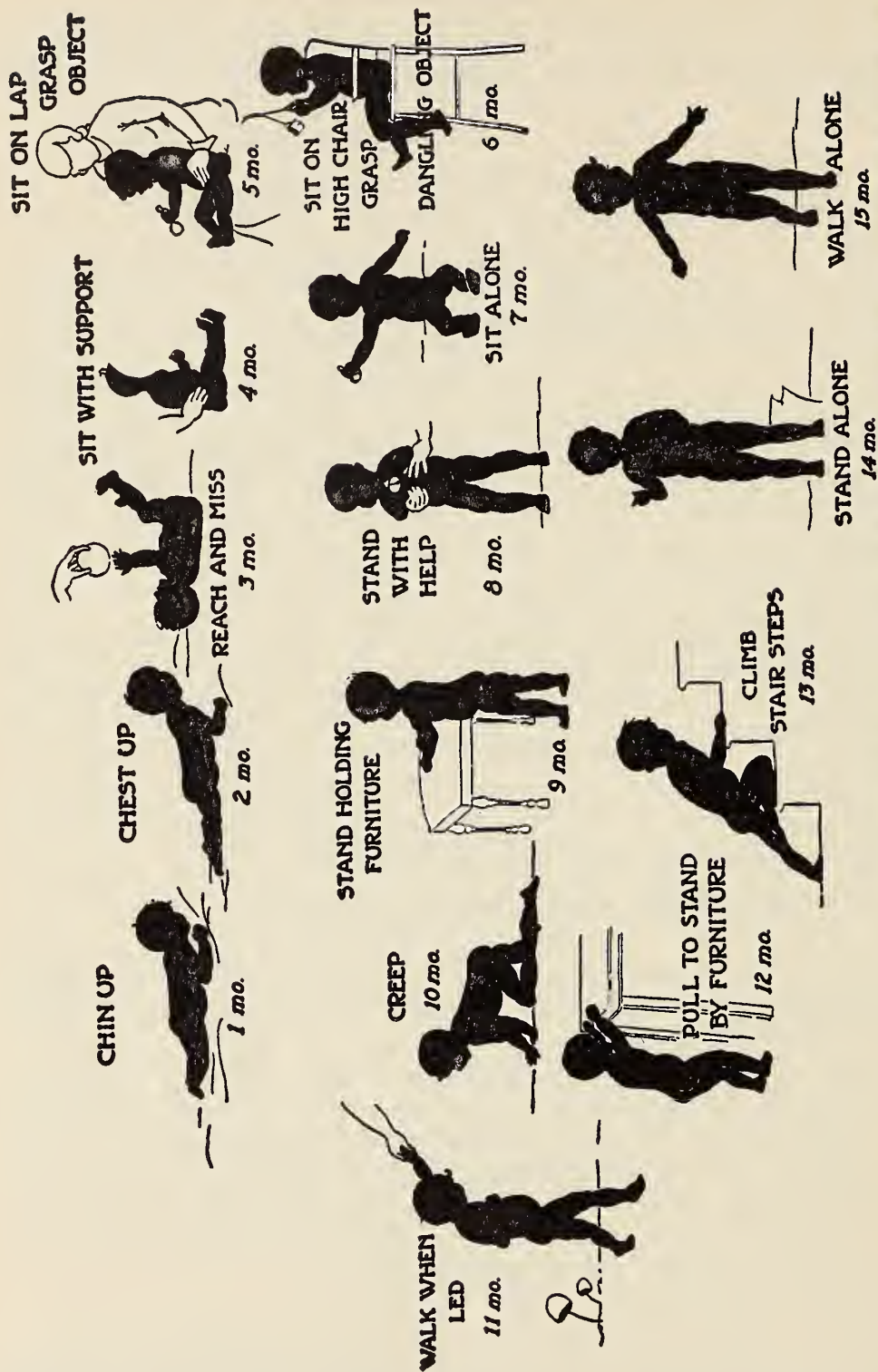
—"My Shadow," by Robert Louis Stevenson

How much did you weigh when you were born? How many times that do you weigh now? If you have ever known a little baby, you know with what interest everyone in the family watched him grow. The average weight at birth is about 7 pounds for a girl and $7\frac{1}{4}$ to $7\frac{1}{2}$ for a boy. Baby will not gain much the first few days, but by the tenth day, he should begin to grow. At 5 to 6 months, he should weigh twice as much as he weighed at birth; at a year, three times as much. This means that he should gain steadily week by week. Although some slight or temporary condition may keep Baby from showing a gain in weight one week, in the long run a steady gain in weight is an important sign that all is well with him.

How Baby changes in appearance as he grows.

1. He gets *longer*—From about 20 inches he grows to 29 inches the first year and adds about 4 inches the next year. His legs straighten out and no longer seem bowed.
2. His *head* does not seem so large (it does not grow as rapidly as the rest of him) and the "soft spot" begins to close. Have your mother show you where this is. The head should be smoothly rounding with no bumpy masses of bone or flat appearance.
3. His *chest* seems larger and curves down smoothly from the shoulders with no unusual bumps or hollows.
4. His *abdomen* seems large, but does not stick out.
5. His *back* is straight, smooth, and flat.

What Baby can do. Still more interesting than watching Baby get bigger is watching him grow in what he can do. Early movements seem to be aimless and undirected. As Baby grows



Courtesy of Dr. Mary M. Shirley. From "The First Two Years," University of Minnesota Press

he gradually gains control over his muscles. The gaining of this control takes place in an orderly manner, beginning at the head end of the body, and developing gradually toward the foot. Eye muscles first come under control; use of head and neck muscles soon follows. Gradually control is gained over the trunk and arms; the baby can sit up and use his arms and hands for reaching, holding, and playing with objects. Then he gains control of the leg muscles for creeping, for climbing, for standing, and at last for walking alone. If you watch Baby you will see this order of development quite clearly. First, the aimless waving of arms, kicking of legs, and squirming of the body. Then will appear attempts of the eyes to follow a light. Later Baby will watch a person or object, lift his head when lying on his stomach, and usually by the age of three months will be able to follow a moving object with his eyes.

If Baby is well and strong he will grow steadily in the things he is able to do. Sometimes babies are slow in learning to do things. Would you worry about this if Baby was perfectly healthy? Would it be any more sensible than to worry if Baby did not grow tall as fast as all other children, providing he was well and properly nourished all the time? Sometimes Baby does not learn rapidly because he is not taught properly or because he is not required to do things for himself. Sometimes he does not learn because he is not properly fed. We decided, you will remember, to do all we could for Baby and then not to blame him or ourselves if he did not do all the things we should like him to do. Knowing about how rapidly Baby is able to learn makes it easier to help him, just as knowing how fast he grows aids in deciding how to feed him and what clothes he will need.

Below are lists of things that babies usually learn by certain ages.¹ If there is a baby at your house see which of them he can do. Begin at the age he is nearest to. If he cannot do all the things listed at that age, try easier ones. If he does all of them, try harder ones. Be sure you know which ones he can do and which he cannot do.

¹ These norms are arranged from: Gesell, A., *The Mental Growth of the Pre-School Child*. The Macmillan Company, New York, 1925 and from Shirley, M., *The First Two Years*, University of Minnesota Press, Minneapolis, 1931. The authors are also indebted to Dr. Shirley for assistance given in personal correspondence with her.

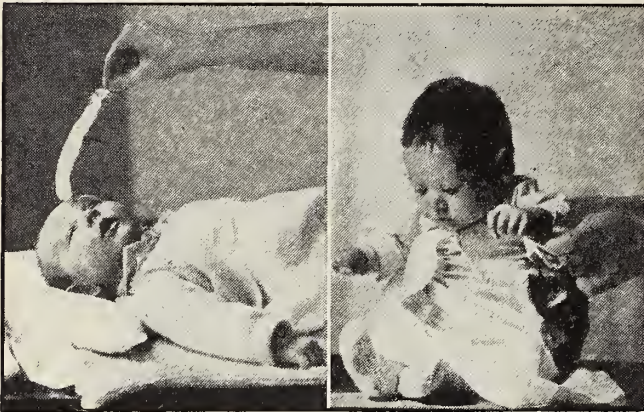
AGE AND BEHAVIOR

At Three Months

Holds his head erect and follows a light with his eyes

At Four Months

1. Prefers to lie on back
2. Tries to raise self, lifting head and shoulders
3. Can roll from side to back or from back to side



1 month

4 months

Courtesy of Dr. Arnold Gesell

4. Holds head erect when carried
5. Lifts head when lying down
6. Pushes with feet against floor when held
7. Coos
8. Smiles
9. Laughs aloud
10. Voices several different sounds
11. Notices large objects
12. May notice spoon on table

13. Hands grasp table
14. Shows interest in smiling and laughing faces
15. Makes adjustments to help in being lifted
16. Is not much affected by strange persons or places
17. Turns head to voice
18. Plays with hands

At Six Months

1. Prefers to sit up, with support
2. Can roll from back to stomach or stomach to back
3. Uses hands to reach, grasp, crumple, bang, and splash
4. Uses thumb opposite to fingers in grasping small block
5. Coos to music
6. Says many syllables all by himself
7. Frequently laughs at sights and sounds
8. Responds to animated faces
9. Notices small objects on table—a block or spoon, etc.
10. Picks up objects from table
11. Bangs spoon
12. Clasps dangling ring
13. Plays actively with rattle
14. Recognizes persons he knows

15. May show consciousness of strangers
16. Enjoys presence and playfulness of persons

At Nine Months

1. Sits up without support
2. Makes stepping movements when feet touch floor
3. May creep or hitch
4. Uses thumb opposite fingers in picking up objects about the size of a navy bean
5. Says *Dada* or *Mama*
6. Makes answering movements to words, for instance, when asked where kitty is, will look
7. Makes rhythmic movements to music



6 months

9 months

Courtesy of Dr. Arnold Gesell

12 months

8. Handles spoon and saucer
9. Examines paper—turns it over, etc.
10. Looks for fallen objects
11. Reaches with marked persistence
12. Likes persons as well as toys
13. May like a trick or two like Peek-a-Boo

At Twelve Months

1. Stands with support
2. Creeps or hitches along
3. Walks with help
4. Shows a preference for one hand in reaching
5. Scribbles with a crayon when shown how
6. Understands simple spoken instructions
7. Says two words besides *Mama* and *Dada*
8. Can wave bye-bye and often can say it
9. Places a small block in a cup when told to do so
10. Gets a small block he has seen hidden under a cup

11. Keeps a small block in each hand and takes a third
12. Coöperates while being dressed
13. Holds a cup to drink out of and may use a spoon
14. Plays with blocks but does not build much
15. Stops simple acts on command
16. Imitates simple acts like rattling a spoon in a cup

At Eighteen Months

1. Walks alone
2. Climbs chair or stair
3. Throws ball into box
4. Scribbles by himself without being shown how
5. Says five or more words



18 months

24 months

Courtesy of Dr. Arnold Gesell

36 months

6. Understands simple questions
7. Points to nose, eyes, or hair (one, not all three)
8. Says *Hello* and *Thank you*
9. Holds three small blocks and takes a fourth one
10. Builds blocks in a tower after being shown how
11. Puts circular block into a hole it fits
12. Uses spoon without much spilling
13. Bowel control practically made a habit
14. Tries to put on shoes
15. Plays with cup and small block together

At Two Years

1. Draws a vertical (up and down) stroke when shown how
2. Plays simple catch and toss with a ball
3. Can operate a kiddy car around a chair
4. Uses simple sentence and phrases
5. Names familiar objects like *key*, *penny*, *watch*
6. Knows the difference between *in* and *under*

7. Points to seven of ten simple pictures when asked:
"Where is the kitty?", etc.
8. Builds a block tower of three or more
9. Folds paper once when shown how
10. Dryness has become a habit
11. Listens to stories with pictures
12. Tells experiences
13. Asks for things at table by name
14. Likes to play in sand, filling and emptying

At Three Years

1. Draws a circle from one to look at—with pencil
2. Draws a horizontal (side to side) stroke when shown how
3. Creases a piece of paper neatly when shown how
4. Puts a card even with an edge
5. Uses pronouns, past tenses, and plurals when talking
6. Names three objects in a picture
7. Can tell simple stories
8. Builds bridge with blocks when shown how
9. Builds block tower of four or more
10. Knows the longer of two short lines
11. Combines two parts of picture cut in two
12. Can open door
13. Can carry a breakable object
14. Asks questions of elders
15. Puts on shoes

At Four Years

1. Draws cross from one to look at
2. Traces path around a diamond when shown how
3. Knows four prepositions (*in, under, over, at*, etc.)
4. Uses descriptive words with picture
5. Repeats sentence or story of twelve syllables
6. Can count four pennies
7. Can tell what he must do when sleepy, when cold, and when hungry
8. Folds paper diagonally when shown how
9. Draws three completions in the incomplete picture of a man
10. Puts two blocks in a cup
11. Uses building material to make things with
12. Buttons clothes
13. Goes on errand outside of house
14. Washes self

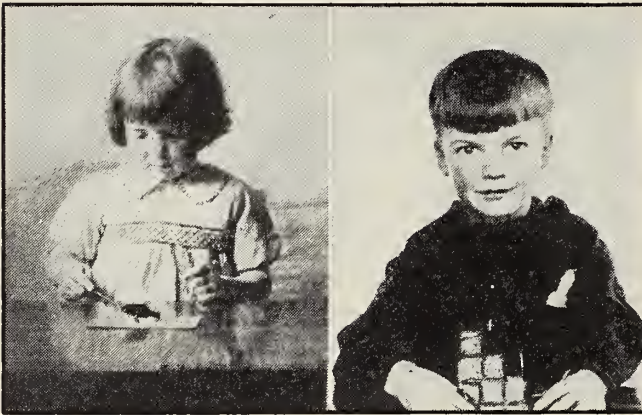
At Five Years

1. Draws triangle with pencil from one to look at
2. Knows the names of red, yellow, blue, and green colors

3. Defines words by telling what they are used for
4. Sees humor in picture of man fishing up shoe, etc.
5. Repeats sentences without using baby talk
6. Does three simple things in order in which he is told to do them
7. Draws a recognizable man and tree
8. Laces shoes
9. Puts on coat and hat alone
10. Uses play material to make complicated things
11. Replaces material in box neatly

PROBLEMS

1. Find different types of baby scales in catalogs. Can you rent one in your town? Which is the best? What is its cost? If you did not have scales to weigh a baby on, how could you have him weighed?



48 months

60 months

Courtesy of Dr. Arnold Gesell

2. Help a nurse weigh babies at the clinic.

3. If there is a baby in your family, make a weight chart for him. (See p. 27.)

4. Watch a baby for an hour and make a list of the things he does. What is he learning to do in his play?

5. Get together an exhibit of good things

for a baby to play with. How many of these are things which you might have at home or could make?

6. If you have snapshots of a baby since he was little, bring them to class to show how his body has grown and how he has grown in what he can do. Many people keep careful records of what their babies do and say. A good record book is *The Modern Baby Book and Child Development Record*, by J. E. Anderson and F. Goodenough, Norton Press, New York, 1929, \$5.00.

REFERENCES

1. WEST, M., *Infant Care*, U. S. Children's Bureau Publication No. 8, 1926, Bureau of Documents, Washington, D. C.

SECTION 10—BABY'S TEETH

Baby's first tooth. "Baby has a new tooth!" Remember how excited and proud everyone was?

Along with what he weighs, how he looks, and what he

can do, the number of teeth a baby has is an important sign of growth. Long ago when we talked about your own teeth (p. 23) we spoke of certain foods which helped to build teeth. Can you remember them? (Milk, vegetables, and fruits.) You see now why we said it was so important for Baby's mother to eat these foods before Baby comes, and while she is nursing him. You will also understand why we add vegetables and fruits to Baby's diet as soon as possible. In addition to these, long hours in the sun, or cod-liver or halibut-liver oil every day will help to build teeth.



Courtesy of E. R. Squibb & Sons—Squibb Cod-Liver Oil
Baby has a new tooth

PROBLEMS

1. Watch a nurse measure babies at the clinic. See how many differences you can observe in physical growth.

REFERENCES

1. *In this book:* Inside and outside care of teeth, p. 23.

SECTION 11—KEEPING BABY WELL

When Baby is ill. If you have ever known a baby who had been sick for a while, you know something about what training habits he forgot, what bad habits he learned, how much he lost in weight and in general health. Illness may also leave permanent defects—weak eyes or poor ears, for example. You can easily see from what happens when Baby is ill, that keeping him well all the time will not only help us in building up his general health, but will also make his training a much easier job.

What keeps Baby well. Most of the things we have studied so far have been things which will help to keep Baby well. Can you remember them? Perhaps these questions will help:

1. Will a baby who has a fine healthy body to start with have a better chance in fighting off diseases? How can we help to give him this good start? (See p. 319.)

2. Will proper food at proper times help? How? (See p. 324.)
3. Will proper amounts of sleep help? How? (See p. 329.)
4. How will fresh air, sunshine, and cod-liver or halibut-liver oil help? (See p. 101.)
5. How will exercise help? (See p. 333.)
6. How will cleanliness of body, food, clothes, and surroundings help? (See p. 327.)
7. How will protection from dangerous surroundings help? (See p. 319.)
8. How will proper care of small cuts and scratches help? (See p. 343.)
9. How will having quietly contented people around help? (See p. 317.)
10. How will keeping Baby away from crowded places help? Why? Name some place where a small child might easily be exposed to diseases. (See p. 344.)

How to tell when Baby is ill. Baby cannot tell you how he feels. Fever, fussiness, a slight cold, or digestive upsets (vomiting, diarrhea, constipation) are common signs that something is wrong with Baby. A baby with a fever may be restless, irritable, and wakeful, or quiet, and drowsy. The skin on the head becomes hot to the touch but his hands and feet may be cold. The eyes are too bright or dull and listless. After a while the lips become cracked or crusted, the mouth dry, and the tongue coated. Some children run a high fever without very much being wrong. The surest way to know about a fever is to use a thermometer. Can you read one? (See p. 385.) If Baby has a fever, keep him quiet, feed him light liquid foods, such as broths, gruel, and fruit juices. Call the doctor if Baby does not get better soon.

Nearly all the so-called "children's diseases" start with similar symptoms: running nose; watery inflamed eyes; sore throat; vomiting; fever; rash or skin eruptions; or perhaps a chill. People used to think that children had to have measles, chicken pox, scarlet fever, mumps, and whooping cough, and the sooner they had them the better. Now we know better!

Who is responsible for the spread of children's diseases? You owe it to other children to keep Baby away from them when he is ill. Why?

Nothing to worry about. You may have seen a mother worry a great deal over a little sickness her baby was having. Would she have worried so much if she had known what to do? It is as important to know when not to call a doctor as when he should be sent for.

Hot-weather discomforts. You do not wear your woolen clothes during hot weather. Baby often gets prickly heat from being dressed too warmly. An extra sponge bath or two during a hot day will help. A teaspoonful of baking soda may be added to the bath water. Baby will need plenty of boiled water to drink—more than in the winter—and his food should be carefully prepared and carefully kept. Do not take any chances on feeding him food that is at all spoiled. It may be dangerous to start new food in hot weather. Why? Is overfeeding or irregular feeding dangerous?

Colic. Colic may be due to discomfort from swallowing air during nursing or thumb-sucking, or from indigestion. Holding the baby up over your shoulder and patting him on the back will often help to relieve the first kind of colic. Colic from indigestion may be due to the wrong kind of food, irregular feedings, feeding too rapidly, Baby's getting chilled or very tired, or to an emotional upset. When something is wrong with the food, a doctor will be needed to find the trouble. How could you prevent the other things from happening? A spoonful of warm water and a hot-water bag against Baby's stomach will often ease the pain. If the pain is severe, call a doctor. There are many patent medicines for colic, but it is not wise to use any of them without your doctor's advice.

Colds. You have seen colds spread from one person to another at home and in your classes at school. What could you do to keep from giving a cold to Baby? Getting overheated or chilled often seems to start a cold. A child who lives continually in extremely warm rooms will be more liable to chill when he goes out. A small child may become overheated by being dressed too warmly or by playing in the house while dressed in his outdoor clothes. If Baby does show signs of a cold, keep him quiet, preferably in bed. Give him an abundance of water and fruit juices to drink. A mild laxative may help also. For further directions for treatment of colds, see page 381.

Bumps, burns, bruises, and cuts. Baby will hurt himself many times during the years he is growing up. Should the family show much feeling every time Baby bumps himself? How will Baby act if they do? You will want to talk quietly and calmly as you examine the spot to see what you can do to ease the pain.

Often Baby's attention can be shifted to an attractive toy so that he will not cry at all. Cold water and gentle rubbing will often ease a bad bruise. Small cuts should be washed off, cleaned thoroughly with an antiseptic, and kept covered with a clean cloth.

If Baby burns himself, sponge the spot with an antiseptic and put on something to keep the air away—wet baking soda or lard or vaseline or a salve—and bandage lightly.

Other emergencies. Perhaps you have seen other emergencies or accidents such as croup or convulsions happen to children. What did your doctor prescribe?

PROBLEMS

1. List all the children's diseases you can. For which of these should you always have a doctor? List the symptoms and treatment for each. Might your state health department be able to help you? Write for information.

2. What are the quarantine laws of your town? Who enforces them? Why should you help him?

3. Visit a children's clinic in your city if it has one. Much of the illness you saw there might have been prevented. How? Tell how with one particular case that you remember.

4. List all the rules you know for keeping Baby well. Begin them with "do," not with "don't."

REFERENCES

1. *In this book*: Minor ailments and accidents, p. 379.

SECTION 12—PREVENTING DISEASE BY VACCINATION

Special helps. Keeping Baby well and strong by wise care and regular living will be a very great help in fighting any disease, but there are some special helps which we must not neglect. Were you ever vaccinated? If so, your parents were giving you one of the most powerful helps in preventing disease. If you ask your doctor about vaccination for children's diseases, he may tell you about several interesting new ones. He will be sure to tell you about those for smallpox and diphtheria.

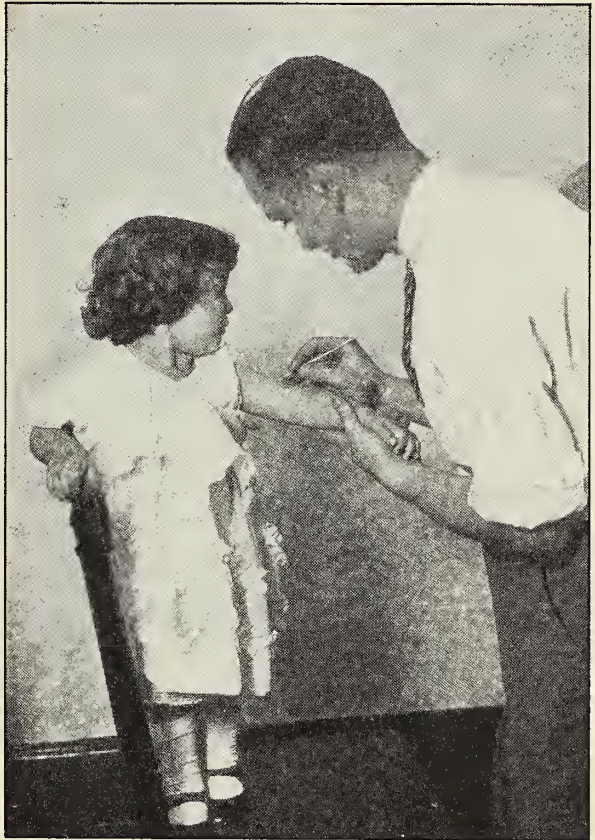
How does vaccination help to prevent disease? Do you know anyone who has had smallpox? He will not be likely to have it again. It would be a fine thing if we could have this immunity-protection against all diseases—without all the pain and danger of

having the diseases. Giving this immunity is what vaccination does for us. It builds up in our bodies a protection against a disease so that we will not take it.

Sometimes the germs that attack a person's body do the fighting themselves. Sometimes they produce poisons called "toxins" which do the fighting for them. The person's body begins to fight back. The white corpuscles in the blood do part of the fighting and the body also builds soldiers to fight the toxins. These are called "antitoxins" ("anti" means "against"). If the body does not have enough antitoxin soldiers the disease wins the fight. Sometimes when the body cannot produce enough antitoxin of its own we give injections of it to help fight the disease. Most diphtheria patients can now be saved by the help of extra antitoxin if it is given soon enough.

Doctors discovered that if they put into the blood a few of the disease toxins (not enough to give the person the disease) the person's body would manufacture antitoxin soldiers to fight them. This is vaccination. These antitoxin soldiers stay in the blood and protect the person against getting that disease for some time afterward.

Smallpox. You have read stories of this disease and have seen the ugly scars it leaves on the people who have had it. No one is ever safe from smallpox unless he has had it, has been vaccinated, or has natural protection against the disease. This last is called *natural immunity*. Vaccination is the only safe way to tell who is naturally immune. Smallpox vaccination is done



Courtesy of Good Housekeeping Institute

This little girl is being vaccinated for smallpox

by making a few tiny scratches on the upper arm or the thigh so as to get the germs from a mild form of the disease into the blood. In a few days, if the vaccination "takes," the person may feel a little feverish and the arm or leg may be sore.

You know how scratches or cuts may become infected. This scratched place for vaccinating can become infected the same as any other scratch. If you have been vaccinated, tell some of the things you saw the doctor do to prevent other infection getting into the vaccination place. You should not touch it, rub it, or scratch it. Keeping it covered with a clean sterile cloth will help to protect it. If you do not have sterilized cloth, rub a clean cloth with a hot iron to kill the germs on it. Tell how you would hold the cloth to put it on; how you would fasten it in place.

Little children are usually vaccinated on the arm. Ask your doctor's advice on smallpox vaccinations—when to have them done, where to have them done, and how long the immunity lasts.

Diphtheria. This is another disease which used to kill many babies and children until we learned how to prevent it. We have already explained how extra antitoxin may be given to a person who has the disease to help him win the fight. If we put into a well person's blood some diphtheria toxins and some antitoxin also, the person's body will manufacture many more antitoxins. Then if ever this person is exposed to diphtheria, the antitoxin soldiers will be all ready to fight off the disease. Diphtheria "toxin-antitoxin" as it is called is usually given in three injections in the arm. Three months later the doctor gives a test, called the Schick test, to make sure that enough antitoxin soldiers were produced by the body to prevent the disease. Have you had this vaccination? Tell us about it. There is now another form of diphtheria vaccination, "diphtheria toxoid" which is given in one injection.

When to have Baby vaccinated. Unless some epidemic occurs or Baby is exposed to the disease, he is usually vaccinated for smallpox and for diphtheria when he is about a year old. He should be feeling well when it is done, and it should be comfortable weather.

PROBLEMS

1. Jean is a year and a half old. Her mother is taking her on a long train trip. Suggest things to do to keep her well and to keep her from getting ill.

2. Look up in the encyclopedia all you can find about smallpox vaccination. It might help if you looked under the names of Edward Jenner and Louis Pasteur.

SECTION 13—BABY LEARNS NOT TO FORGET

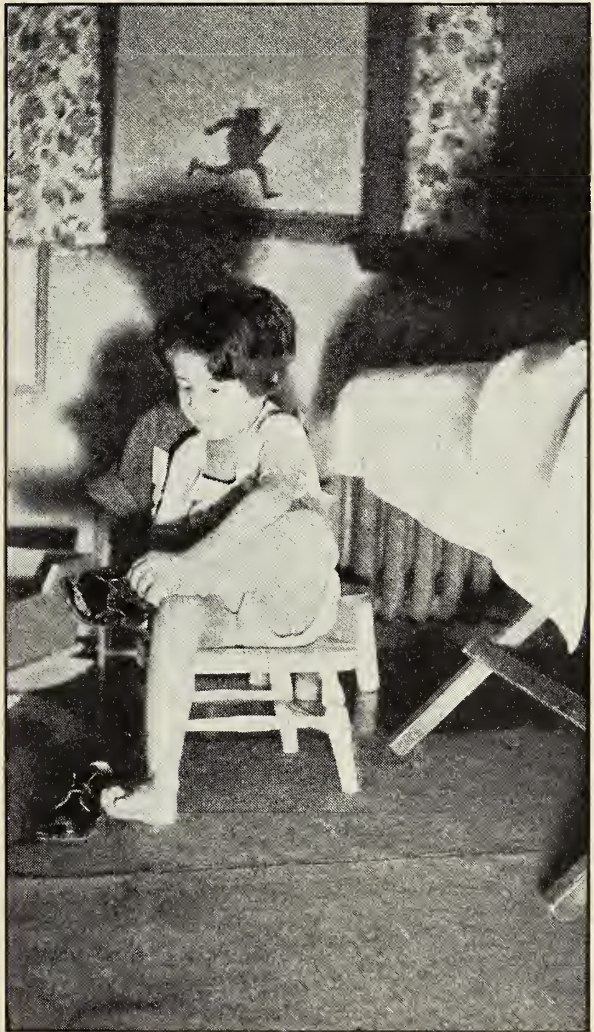
Did you ever stop to think about all the habits Baby must acquire before he can take even the simplest care of himself? Let us list some of the habits he will need:

1. Sleeping
2. Eating
3. Toilet
4. Cleanliness
5. Outdoor play

Regularity. When we were making out Baby's schedule we said we must have a regular time for everything. If we put Baby to sleep at the same time every day, how will he feel when that time comes? You say he will *want* to go to sleep at that time. That is the first way then that we help Baby to build habits—*regularity*. Regularity will help an older baby also.

Patience. Did you ever try to teach a puppy some trick—such as sitting up to beg? If you did, you can well re-

member how much patience it took. You must expect to need just as much patience with a little child. You will remember how you helped the puppy always the same way until one day he learned a little of what you wanted, then a little more until he learned to do all that you wished.



Courtesy of The National College of Education
Learning to dress herself

Don't scold. How did you make the puppy "*want*" to do what you wished? Some of you will say by *reward* and some by *punishment*. Did you ever have the puppy refuse to do anything when you scolded and punished him? With little children, scold-



Courtesy of The National College of Education

This little boy from the Mary Crane Nursery School (Hull House, Chicago) is learning to help keep the house clean

ing often works the same way—hurts the child's feelings and so confuses him that he can think of nothing else. It may even make him wish to do the very opposite of what you wish. Can you give examples of this?

Rewards. We cannot reward the baby with food as we often do the puppy. What other rewards do you give the puppy? You will pat him and tell him what a fine dog he is—so that the very tones of your voice make him look as if he were happy. Baby will also enjoy being praised when he remembers to do what you wish. Have you ever seen a child praised for learning to do something? Mother says to Father, "Daddy,

Jimmy remembered to wash his face and hands before supper—all by himself!"

The opposite is often true. Perhaps you have heard a mother tell a neighbor lady, "Johnny just won't eat his oatmeal!" or, "Mary's just like her father, he doesn't like carrots and she won't eat them either." What does Mary continue to do? We want Baby to center his attention on the right way to do a thing—not on the wrong way!

PROBLEMS

1. If there is a baby in your family teach him some useful habit. Several are listed below:

- a. Washing hands before meals and after toilet.
 - b. Hanging up clothes.
 - c. "Cleaning up" his plate before eating desserts.
 - d. Putting on heavy clothing before going outdoors in cold weather.
 - e. Good toilet habits.
2. Teach some habit or trick to a pet animal.

SECTION 14—GROWN-UP EATING FOR BABY

Eating habits. Many adults never grow up in their eating. We want Baby to eat the foods we give him without complaining or begging, and to be learning the beginnings of good table manners. A famous child-training specialist gives these suggestions in training children to good eating habits:¹

1. Begin training early. (Do not wait until Baby is six years old.)
2. Set a good example. (Will it make any difference if the family likes the foods you serve Baby?)
3. Never talk about your own dislikes. (Suppose you boast that you "never could eat oatmeal" before Baby?)
4. Develop a right attitude in the child's mind. (Should Baby eat to please you or for his own benefit? Could you teach even a small child some simple reasons for eating the proper foods?)
5. Serve really good, well-cooked food. (Might Baby learn to dislike a food because it was poorly cooked?)
6. Keep the diet simple with few sweets. (Which has the strongest flavor, candy or carrots?)
7. If necessary, use authority. (The rule often used in nursery schools is: "A clean plate before any dessert." Teach Baby by the first six rules and little authority will be necessary. Don't preach or scold!)

PROBLEMS

1. Jimmy, 12 months, doesn't like spinach. How shall we teach him to eat it?
2. Mary, four years, won't drink milk. What would you do to teach her to drink it?
3. Mary always eats her dessert first and then does not eat much of her dinner. What shall we do about it?
4. The baby has just finished eating and puts his plate on top of his head. If we laugh at him, what will happen?

¹ Roberts, Lydia J., *Hygeia*, March, 1924. The portions in parentheses () are by the present writers.

5. Jane, six, never has any appetite at supper time. She eats candy at any time in the afternoon when she wants it. Jane's mother cannot follow her around all the time to see that she does not eat between meals. What would you do about it?

SECTION 15—TOILET HABITS

Regularity early. Even a tiny baby can be held in his mother's arms and placed on a warmed chamber pan about the time his bowel movement usually occurs. Later, placing baby on a little toilet chair at this regular time keeps up the habit. Baby will soon learn to repeat some word such as "oh! oh!" or "chair-chair" to tell you when he needs your help. Praise when he remembers will be much better for him than scolding when he forgets. Put the baby into little panties instead of diapers as soon as possible. See that the clothes are easy to manage and that the toilet seat is easy to get to and is comfortable. Constant patience with praise whenever earned will help Baby to learn this difficult habit.

PROBLEMS

1. Mary (three years old) is visiting her aunt while her mother is quite ill. At home she has her own little toilet chair, but here there is only the big bathroom seat. She seems to have forgotten her good toilet habits and wets herself often. Her aunt has tried scolding. Mary comes to her crying afterward. What should be done?

SECTION 16—BABY LEARNS TO CO-OPERATE

Can Baby trust you? A man, observing the actions of two famous dogs trained for the movies, said to their trainer, "Why, I couldn't get my children to behave as well as your dogs do!"

"Perhaps, sir," was the quick response, "you have not spent the time and careful, courteous consideration in training your children that I put into training my dogs."

We have said many things about training Baby. Regularity in living and trust in his parents are the first beginnings of obedience. Any rules made should be few in number and should remain the same from day to day. If today you tell Baby not to do a thing and tomorrow you laugh at him when he does it, what will he think of you?

Baby has rights! If we treat our baby more like a real person, and less like a bit of property to be pushed and hauled around to suit ourselves, he will become happier and more self-reliant. Requests should be reasonable. There are at least three ways in which we ask obedience—the command, the request, and the suggestion. The first is given only in times of danger, requires instant action, and should be given in that tone. If Baby is properly trained he will not need many commands and will early learn to decide many things for himself.

PROBLEMS

1. Have you ever known a parent who used the commanding tone of voice all the time? What was the result?

2. List some danger-time commands.

3. List some requests that might be made.

4. Jimmie is playing busily. You would like him to bring you the mail. How will you put your request?



Courtesy of E. R. Squibb & Sons—Squibb Cod-Liver Oil

This young lady is already a real person

SECTION 17—FOODS FOR BABY'S FIRST BIRTHDAY AND AFTER

When Baby is a year old he will still need plenty of milk—about a quart a day. By two years he should know and like eight or ten common vegetables, such as spinach, carrots, string beans, green peas, potatoes, beets, tomatoes, cooked cabbage, asparagus, cauliflower, onions, and cooked celery. He should be well on his way to getting acquainted with these shortly after his first birthday. Orange juice, prunes, baked apple, and apple sauce will be good for him. Almost any mild cereal, such as cream of wheat, oatmeal, farina, or wheatena should be eaten. Eggs may be soft-cooked or poached, or hard-cooked and finely chopped. He will also like bread and toast, and graham crackers. Almost any

vegetable or milk soup will be good for him. For desserts, he may have junket, baked custards and soft custards, cornstarch, rice and tapioca puddings, and stewed fruits. He should be fed, but not "stuffed."

Meals should be regular, the four meals gradually giving place to a three-meal schedule. These should come at about 7 a.m., 12 noon, and 5 p. m. or half an hour later than those times. Baby will not need anything between meals except water. If you feel that you *must* give him additional feedings, give fruit or milk—not candy! Can you tell why? (See p. 10.)

Meals should be well cooked and attractively served. Breakfast and lunch can usually be eaten with the family, but dinner is best eaten alone. Baby is apt to be too tired to eat well at the table at night. Most children enjoy a tiny table of their own. New foods should be offered a little at a time again and again without comment. Be careful not to give too large portions. Require a clean plate before dessert.

PROBLEMS

1. Divide the class into three groups and let one prepare a good breakfast, another a luncheon, and the other a dinner for a three-year-old child.

SECTION 18—CLOTHING FOR THE OLDER BABY

Design. Children's clothing should be simple but attractive in design. Overdecorating keeps one from seeing the delicate coloring of the baby's skin. If possible, the fastenings should be such that the child can handle them without help as soon as he is old enough to begin looking after himself. Most of the fastenings on children's clothes are entirely too difficult for the child to handle.

Room to play and to grow. Most of you will understand what it means to have Baby's clothing large enough for comfort while getting the exercise that he must have if he is to grow properly. The particular places we shall have to watch most are those where there is the most movement. Have you ever thought what effect uncomfortable clothing must have upon the disposition? Suppose you were wearing a pair of old stockings too short to stay up. Suppose you were little Mary, trying to play in the

sand pile, and every time you stooped over, a pair of tight rompers cut into you!

Clothes that embarrass. There is another side to the choice of children's clothing which older people often forget—and that is the child who feels conspicuous. This might be due to wearing very poor clothing, very costly clothing, or clothing of a style different from that worn by one's playmates.

Easy to launder. Which things are easier to iron—dresses or pillow slips? Why? Many a child's garment can be made of cloth that washes easily, and in a design that folds down flat so that it is easy to iron. Can you show us the design of some children's garment made that way?

PROBLEMS

1. Collect samples of materials suitable for children's clothing. Record the name of the material, the width, the cost, and why it is a good material.

2. Divide the class into committees and have them get together:

- a. A suit for a baby 10 months old just learning to crawl.
- b. A sun suit for a boy—also shoes and hat.
- c. A sun suit for a girl—also shoes and hat.
- d. A romper dress for a girl of four.
- e. A romper suit for a boy of four.
- f. An outdoor play suit for cold weather for a child of four.
- g. A dress-up outfit for a girl of four.
- h. A dress-up outfit for a boy of four.

3. The family is going to Grandmother's for dinner and Sue (three) is dressed first. How shall we keep her busy and yet not get her clothes dirty before the family is ready to go?

4. Visit a nursery school and see what they teach the children about care of clothing.

5. Help teach some small child something about how to dress himself. Report to the class what ways you used and what progress you made.

6. Make some article of clothing for a small child. Here are some suggestions:

Rompers—any kind

Coverall play suit

Sun suits

Dress and panties for a little girl

If you need help on the sewing, turn back to the section on "Children's Clothing" (p. 248).

REFERENCES

1. CAMPBELL, M., *Dresses for the Little Girl*, U. S. Department of Agriculture, Bureau of Home Economics, Leaflet No. 26, May, 1929.
2. Scott, C. L., *Rompers*, U. S. Department of Agriculture, Bureau of Home Economics, Leaflet No. 79, Sept., 1931.
3. SCOTT, C. L., *Suits for the Small Boy*, U. S. Department of Agriculture, Bureau of Home Economics, Leaflet No. 52, Oct., 1929.

SECTION 19—BABY GROWS UP

Growing up emotionally. Anger, fear, love, jealousy are all common emotional states. Have you ever known a grown-up who “acted like a baby” in the way he controlled his emotions? Explain. Why do you think it is important for a child to learn emotional control?

Being well helps Baby to act well. One of the first things that helps to build the poise that comes from emotions under control, is a sound healthy body. We have mentioned “regularity” many times. Can you explain what it means? This regularity of eating, sleeping, and working is Baby’s first introduction to the fact that there are things in life which must be done. Then the very fact that he knows what to count on in most things—that he knows what to expect—will help to steady him when new experiences come.

Did you ever start to a new school and have a hard first day? You can remember with what relief you returned home to the things you knew, the people you knew, the things you could count on. Then you can understand what the steady, quiet, restful routine of home will mean to Baby.

Does Baby learn tantrums from you? Baby learns emotional control from people about him! You may have seen a little child seemingly steadied by the quietly even and pleasant tones of someone’s voice. Will it make any difference if the voices the tiny baby hears are irritable and nervous, or angry and scolding? The older baby is quick to notice displays of anger of the people about him. We sometimes excuse ourselves after a quarrel by saying, “Well, if she hadn’t got angry, I wouldn’t have said what I did.” Do you suppose there is ever a time when Baby wouldn’t have done what he did if we hadn’t been angry with him? One person’s bad temper may spoil the day for the whole family.

How shall we show our baby that we love him? When he is little, holding him and talking lovingly to him will be enough. When he is older, he will not need much more. However, he will never need the excessive "petting" that we see given to some children. Have you ever seen a child who had been "petted and humored" too much? Petted too little?

Encouragement drives away fear. Even with all that we have mentioned, there will still be times when Baby will need help. Can you remember some of your childish fears? Many a child suffers from fear and worry when a careful word or two from some older person would banish it all. If Baby does become angry, pay as little attention as possible to him. He should be trained not to have temper tantrums. On the other hand, his self-confidence should be guarded carefully.

PROBLEMS

1. More temper tantrums occur at 5:30 p.m. than at any other time during the day. Can you explain this? You can guard yourself against unreasoning anger when you are tired by thinking of something funny. How else?

2. Jack likes to tease his little brother and make him jealous of their new little sister. What would you do if you were their mother?

3. How would you keep Baby from being afraid of thunderstorms?

4. Mary (four) is afraid to go to bed in the dark. What shall we do about it?

5. Jane "holds her breath," has temper tantrums every time she doesn't get what she wants. How shall we cure her? Leave her alone? Throw cold water on her?

6. Jimmy has moved to a new school, and has been having trouble with his arithmetic. He is secretly afraid he will not pass. How would you help him to gain confidence? What would you do if he failed? (See pp. 85 and 86.)

7. Helen screams and cries at the least bit of pain and keeps on after the pain is gone. How would you help her to build up a more reasonable attitude?

8. Can you control your own anger? What do you do when you are afraid of something? Do you worry too much? What do you do when you get the blues?

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1. GOODSPEED, H. C., AND JOHNSON, E., *Care and Training of Children*, J. B. Lippincott Co., Philadelphia, 1929. Study, Chapter VIII, "The child—a developing personality," pp. 195-210.

2. JUSTIN, M. M., AND RUST, L. O., *Problems in Home Living*, J. B. Lippincott Co., Philadelphia, 1929. Study, "List of play equipment," p. 434.

MATCHING EXERCISES

Part I

- | | | |
|------------------------------|-------|--|
| 1. Care before birth | _____ | Hold head erect and follow light with eyes |
| 2. Weight at birth | _____ | The layette, clothes for the first six months |
| 3. Weight at six months | _____ | Milk |
| | _____ | When he is about six months old, with milk but no sugar |
| 4. Weight at one year | _____ | Three times his weight at birth |
| 5. Baby's main food | _____ | Rompers, simple dresses and suits, overalls, sun suits, etc. |
| 6. Baby's first extra foods | _____ | About seven pounds |
| 7. Baby's first cereal | _____ | Milk, eight vegetables, mild cereals, vegetable or milk soup, simple desserts |
| 8. Baby's first vegetables | _____ | When he is about eight months old, strained carrots, spinach, etc. |
| 9. Foods at one year | _____ | Twice his weight at birth |
| 10. Baby's first clothes | _____ | Orange or tomato juice, cod-liver oil |
| 11. The older baby's clothes | _____ | See doctor regularly, most important to have strong babies and healthy mothers |
| 12. At three months Baby can | _____ | |

Part II

- | | | |
|---|-------|---|
| 1. At six months Baby can | _____ | Fever, fussiness, cold, stomach upset |
| | _____ | Should have hooks and shelves low enough for him to reach |
| 2. At nine months Baby can | _____ | Go away and leave him |
| 3. At twelve months Baby can | _____ | Play with him a bit, if you wish |
| | _____ | Sit up alone, may creep, say <i>Dada</i> or <i>Mama</i> |
| 4. Signs of illness | _____ | Come back! |
| 5. Vaccination | _____ | Take time to show him how and to encourage him |
| 6. Baby bumps himself | _____ | Speak quietly and soothingly, examine injury quietly |
| 7. Johnny won't eat his oatmeal | _____ | Sit up with help, bang spoon, recognize person he knows |
| 8. A little baby is crying | _____ | Examine him to make sure he is all right, then leave him |
| 9. Baby stops crying when you come | _____ | For diphtheria and smallpox after one year of age |
| 10. Baby is awake and quiet | _____ | Remove it quietly after a reasonable time, give no other food but water |
| 11. Baby slips in his bath and becomes frightened | _____ | Do not give him what he wants, pay no attention to him |

-
- | | | |
|------------------------|-------|--|
| 12. A danger-time com- | _____ | Do not force him, let him play in water and |
| mand | | give him a sponge bath until he gets over it |
| 13. A request | _____ | Praise him |
| 14. Baby has a temper | _____ | Stand with support, walk with help, wave |
| tantrum | | bye-bye |
| 15. Baby wants to put | _____ | Would you like to get the paper? |
| on his own shoes | | |
| 16. Baby stays dry | | |
| 17. A child's clothes | | |
| closet | | |

DIVISION III

Your Family and Its Problems

In the pages of Division III (Your Family and Its Problems) you will find some of the things every member of the family should know: how to understand each other better, what the different members invest in the family and what they get from it; how to organize family business matters on a sound financial basis; how to provide for and how to meet certain emergencies, such as accidents and illness; and how to provide for family hospitality and an enjoyable spending of leisure time.

UNIT ONE

YOUR FAMILY

SECTION 1—WHAT IS A FAMILY?

My family. Have you noticed with what pride most people say “my family” or “my home”? What is a family? People have been living in groups called families for many thousands of years. Perhaps you have read how some of the very early families were large groups, made up of the immediate family and all its relatives. For many hundreds of years the family group continued to be a large one. What people make up your family? Do you always think of a family as including children?

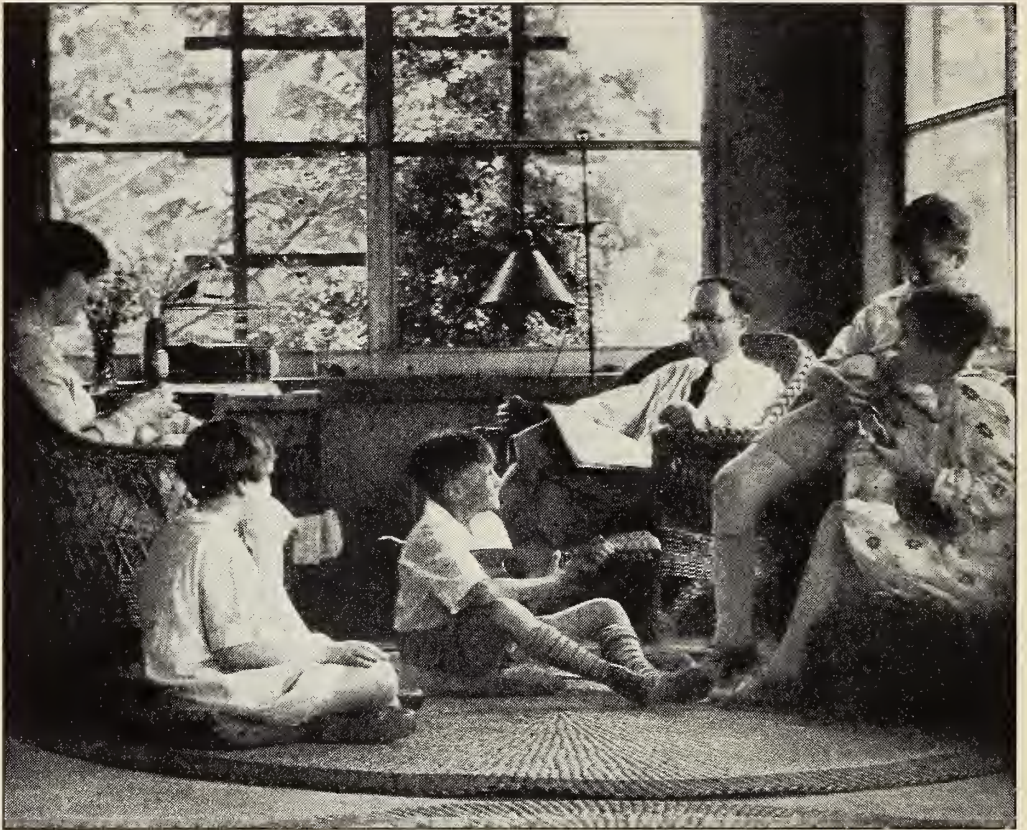
Home. Why do people have homes? Many a person lives more comfortably in his home than he could away from it, having also a greater sense of security there. You probably have a place in your home where you can keep things of your own, treasured possessions you have made or collected or had given to you. You enjoy showing your home to others and entertaining them in it. You also enjoy your parents’ love for you and your pride in and love for your brothers and sisters. Do you feel more important because you belong to your family and have their backing?

These are the things most people get from a home and family. Which do you think are important: The sense of peace and security? Confidence in yourself because your family believes in you and stands behind you? Pleasure in being loved? A family does not have to be wealthy and live in a fine house to give these things. You have probably read or heard many interesting stories of how pioneer families lived, and how the women struggled to make things comfortable. Today it is much easier for your mother to make her family comfortable than it was for the pioneer woman. Your mother can buy bread instead of making it; buy cloth or ready-made garments instead of making them; and so on. Does that need to make any difference in the important things your family can give you? Could our homes change

still more, and families still give each other these important things: love, confidence, and a place to be more comfortable and secure?

PROBLEMS

1. Find pictures of the homes and tools of the cavemen. How did they try to make their homes more comfortable? Did they take enough pleasure in any of their tools or utensils to decorate them?



Photograph by Ruth Alexander Nichols

A family group

2. Describe the finest home you have ever seen. Did you ever make a mistake in judging a home, and discover that you were admiring some fine furniture and things with very little real family spirit? Explain.

SECTION 2—THE BUSINESS OF A FAMILY

Comfortable living. Some of the things we said we expected from a home were comfort, good food, a good place to sleep, and security. What could you do to earn your own living now? How much of the time would you have to work to earn your board and room? Does it cost your family anything in money to pro-

vide these for you? Does it cost your family anything in time, energy, and planning to provide living comforts for you?

Investments. In any business, people usually expect to put in an investment of money together with a large amount of their own time, energy, and planning. A ten-thousand-dollar investment should return more profit than a one-thousand-dollar one. A home and family represent large investments in money, time, and energy. You will get things from your family in proportion to what you invest in it.

Family investments. What does your father invest in your family? What does he get from his family in return? You have seen families where Father's returns on his investment were pitifully small. What does Mother invest in your family? What does she get in return? Because Mother does not work for pay, you may not realize how large an investment she makes in her family. If you have known some family where the mother became ill and someone had to be hired to do at least a part of the things she did, you know how much it cost. What do you invest in your family? What do you get in return? What can you expect in the future? Will you be able to invest more in your family as you get older?

A sound business? In a sound business there should be enough invested to give an adequate working plant, there should be capable managing, the finances should be safe, and there should be a good spirit among members of the company. Many millions of dollars and untold amounts of time, energy, and affection are invested in the homes of our country. They should be sound businesses also.

Good managing. Big businesses pay large salaries to secure capable managers. Why are they willing to do this? Should the manager of a home be a trained person? Name all the ways you can think of that one might get such training. Would you be willing to invest much money in a company where the president did most of the important work himself and was so overworked that he might fall ill at any time and leave the business to go through a shaky and dangerous period of getting started again? If your mother does most of the managing in your home, she may have too much work to do. If Mother is ill or overworked, she will have a hard time to keep good-tempered. One person's

nervousness can upset a whole family. In what ways could the manager's work be lightened in your home? A competent manager trains others to carry on without him. In an emergency, could you take your mother's place?

Safe finances. A family needs to plan its spending so that it will have money enough to go around. It should have certain safe investments that are earning money, some protection against sudden emergencies, such as the house burning down, or one of the family being badly hurt. It should also invest in the improvement of its members. A big business has all of these things planned for. What happens to families without safe finances?

Family spirit. Would you be willing to invest money in a company in which the members of the firm fought all the time? In which members of the firm could not agree on a program for the company? Is there a good spirit in your family? Perhaps some of the members of the family are overworked or ill and bad tempered. Perhaps there are jealousies among some members of the family. The uncomfortable way you are living may make family members irritable. Money worries and disappointments may be responsible for a poor family spirit. What are you going to do about it?

A family program. What program is your family backing now? more savings? a new house? a new piece of furniture or some labor-saving tools? a new car? a good education or more training for some of its members? a vacation trip? Whatever your program is, did you have a family council to decide and plan it? Has each member a part in it? What is yours?

PROBLEMS

1. Make a list for each member of your family, showing what he invests in your family and what he gets in return.
2. Study your home plant carefully to see what improvements you could put in. Plan how they are to be done. Talk it over with your family and report to class what you have undertaken.
3. Make a list of the things you are doing which will train you to take Mother's place if she were ill or away on a visit.

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1. *In this book*: Furnishing your house, p. 289.
2. JUSTIN, M. M., AND RUST, L. O., *Problems in Home Living*, J. B.

Lippincott Co., Philadelphia, 1929. Study, "How do equipment and arrangement affect the use of time?" pp. 147-152.

SECTION 3—REAL PEOPLE

Do you know your family? "Well, I ought to," you will say, "I've been living with them all my life!" But do you? It has been said that to know is to understand. People who live together sometimes get out of the habit of seeing each other as real persons. Do you, for instance, think of your little brother as an annoying nuisance or an amusing toy instead of as another person?

Your mother. Look back over the list you made of what Mother invests in her family and what she gets in return. On almost any job one has free time, evenings, Sundays, holidays. Does your mother have any time, really free time when she can go away or do exactly as she likes? Any job—interesting and worth while as your own family may be—might get on your nerves if you had to stay with it as continuously as Mother does. Is there anything you can do to see that your mother does have some free time regularly?

Does your mother have some special interests or a hobby? You do; why shouldn't she? Perhaps she likes to read, to do church work, to garden, to work in politics, or to work at a special job. Can you help her make time for these special interests? If you are interested in them, too, Mother will enjoy telling you about them. Perhaps your mother has dropped all outside activities because she was very busy with her children and could not make time for other interests. She says that her family is her hobby now. It will be good for her to renew her outside interests. How can you help her?

One mother said, "A secondhand college education is a wonderful thing!" You are not in college yet, but you take home the new things you learn. Sometimes the way you take home these new ideas is just the place where trouble occurs. Do you talk them over with Mother and see what she thinks about them first or do you argue with Mother and lose your temper? There should be some place in the house where Mother can have things exactly as she likes them. Perhaps she likes the old ways best just because she is used to them, but you may be able to introduce the

new way very gradually. You would not go up to a stranger and attempt to force her to change her house to suit your ideas. Should you do so at home? Why not? Talk over the new ideas with Mother, then perhaps you can both try them out.

Occasionally you disagree with Mother over choosing new clothes for you. You feel quite grown up; Mother still thinks of you as a little girl. Dressing too old for your age is in poor taste. It is best to discuss the type of dress you are to buy before you go to the shop rather than after you get there. If you learn to manage your clothes in smaller ways, Mother can give you more freedom.

Your father. What does your father do to earn the money he invests in his family? You know how tired you often feel just after school. Do you suppose Father is very tired at the end of a day's work? When a person is tired, little things upset him easily. If you worked away from home all day, what kind of home and family would you like to come to at night? a clean house? a quiet and peaceful family? good food? people who were clean, neat, and attractive? You would not like to have to settle noisy disputes, listen to the day's troubles, have someone beg for more money, or discover that people had borrowed and used some of your very own things!

If your father gets worried and blue over money troubles, does he keep it all to himself, or do you have a family council and decide what each member can do about it? You might be willing to do without things if you understood why. It might even become a sort of game for the family.

Father is not always tired. Now and then he likes to invite his friends in. You can help to show off his house and his family for him. Your father is really very proud of you. Would it be fun to help him show his friends why he is proud of his home and family?

Your brother. Does your brother have a place where he can keep all of his "junk"? His belongings are as important to him as yours are to you. Does he have any place in the house where he can bring other boys? Do you sometimes take them cookies or candy or fruit as a special treat? If your brother teases you, can you be a good sport and laugh about it, or are your feelings terribly hurt? Do you ever let your brother know that you are proud of him or do you "pick on him" all of the time? Is it really

a very serious matter if he is careless about his clothes and his looks? When he realizes that people value personal appearance, he will change. Perhaps you can think of ways to help him to see this.

Your sister. Sisters can be great fun. Do you have fun with yours, or do you quarrel? Perhaps you are jealous of your sister because she is younger or older or prettier or more capable than you are. A younger child needs more care and so seems to get more attention. An older girl should be able to do more things than you can do now. You are you, and no one else can take your place in your family's love, but you can understand why an older or a younger child might get more attention. Do you feel that your sister gets much more money for clothes than you do? Perhaps the family needs to make a clothing budget plan for all of its members and decide what would be a fair share for each. It might be possible that an older sister would really need more clothes than you do. Why?

Perhaps you and your sister quarrel over wearing each other's clothing. You would not take another girl's clothes without asking her. You owe your sister the same courtesy. If she has specially planned to wear a certain scarf and so does not wish to lend it to you, need you take it as a personal insult and an invitation to quarrel?

What can you do together? Sisters can finish housework together much faster than when one works alone. If you have a room together, you have fun telling each other all about school and the day's happenings, and entertaining other girls there. Do you enjoy working together to surprise Mother and Father by getting a meal or by doing other things?

The baby. You can help your mother to see that the baby has a regular schedule of comfortable and healthful living. Do you help to teach Baby how to behave like a grown-up? Do you teach him emotional control, or does he learn temper tantrums from you? Do you treat him as much as possible like a grown-up, or do you treat him like an amusing toy, to be laughed at and put up with?

Grandmother or grandfather. Do you suppose your grandparents enjoy everything about getting old? There are many unlovely (as well as delightful) things about getting old. Some

people meet them with graciousness and dignity and some people rebel fiercely against them. If you had once been strong and skillful and able to manage all sorts of things, would you find it easy to quit managing? When you know something another person does not know, you often find it difficult to keep from telling him all about it. Then you will understand how hard it is for an older person to keep from telling you how to do things. There are a number of valuable and interesting things you can learn from your grandmother or grandfather. Tell us about them.

Would you like to feel that you were not needed and that you were in the way, in your family? How are you able to make your grandmother feel wanted and needed? Does she do something especially nice, that you like and depend on? make cookies? sew? tie up cut fingers? cheer you up when you feel blue? Do you let her see that you appreciate it and depend on her for it? What does Grandfather do that you like and depend on?

Grandfather and Grandmother are real people. They should be treated as such. They would like a room of their own if you can possibly manage it and things of their very own that no one else touches. They will also like company occasionally. How can you manage it for them?

You have learned that some things cannot be changed. You do not scold and storm (if you are grown up emotionally) when it rains. You just change your plans. You may not like everything others insist on doing. If you scold and storm about it, you are unhappy and nothing changes. Would it not be better to try to manage so that what you dislike does not happen so often and when it does, see that it does not bother you any more than the rain? Can you give some examples of how this might be done?

What type of old person are you going to be? What you are like now will determine what you will be later. Tell us about an old person you would choose to be like. How can you manage so that you will be that way when you are old?

Yourself. Can you manage yourself so that you live happily? It is easier to be happy when you are rested and well. Have you made healthful living a habit or do you become irritated when Mother reminds you of a health habit you have forgotten? Some people continue behaving like little children over such

simple necessities as health habits and never can be trusted to be responsible for keeping well.

If you have trouble getting along in school, that does not mean that there is nothing you can do about it. It would be wise to see if you can find a reason for your trouble before you quit trying. Would you become terribly unhappy if you could not do one thing well and feel yourself a failure in everything?

If you cannot get along with other people, try to find the reason. What are a few of the reasons why some people are not popular with others? Perhaps you can find another group if you do not like the one you now know.

If you have worries or fears it is safer to take them to wise older persons for help. Do not brood over them or talk about them with people who know no more about life than you do. Be careful to whom you confide your problems! Many exchanges of confidences make matters worse. You would not let just *anyone* operate on you for appendicitis: do not let just *anyone* give you advice on important problems.

PROBLEMS

1. List a few of the things that worry you. Make a plan for learning not to worry about them. Try your plans for a month and then report to the class what progress you have made.

2. Help some member of your family, of the class, or some friend, to get rid of the habit of worrying about some one thing.

3. Write a description of an old person whom you admire. List some of the things one would need to do to become as happy as the person you have described.

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UNIT TWO

MANAGING FAMILY MONEY AND TIME

SECTION 1—WHAT IS THE FAMILY INCOME?

Money and your work. What money income does your family have? Father's earnings? income earned by money invested? money earned by Mother or other members of the family? All of this makes up the money income of the family. You may never have realized that the family has other valuable income in the services given by its members to the home. Who gives the greatest share of these? Your mother? Would you have to pay for these services if a person outside of the family did them? That is why we should count them as part of the family income. What services do you contribute to the family income? Would it cost money to have someone else do them? Does this make your work at home seem more important to you? Do any other members of the family perform services which add to the family income?

Extras. Perhaps you have some special ways of adding to the family income. Do you have a garden or keep chickens, keep roomers or boarders? All of this brings extra income to the family.

Saving. Being economical also adds to the family income. Suppose you leave an electric light burning all night. The light bill goes up and the family has to pay for wasted electricity, money that might have been used for something that was needed. Make a list of some of the ways you can add to the family income by being economical. Is such saving just an excuse for nagging reminders, or is it a valuable habit? How soon can you do without the reminder?

Cost of sickness. Do you add to the family income by keeping yourself well and healthy? If you have been sick, what could you have done in the time you lost? Your mother could have done many things in the time she spent caring for you and the family could have used the money that had to be spent for your doctor's bills and medicine. We cannot always avoid ill-

ness, of course, but there are many things you can do to prevent illness and accidents. (See pp. 379-384.)

Value of education. Perhaps you add to the family income by going to school. You may be worth more to the family as a high-school or college graduate, or after you have learned a trade, not always in money but in other ways. You may be able to use what you learn to add to the family income now, as you go along. What are some of the things you have learned at school that you can do at home now?

PROBLEMS

1. Working with your father or your mother, make two lists, one showing the money income of the family and one showing the income of the family in goods and services contributed by its members. Estimate the value of the work contributed by various members of the family.

SECTION 2—MANAGING MONEY AND TIME

Managing money. What would happen to a business which did not carefully plan and keep account of its money? A family also needs to plan its spending and saving very carefully.

If you have an allowance, you have to plan to make it go around to all the things you wish to buy with it. Do you know where your money goes? Keeping a rough record of what you spend will help you to plan what you will need another time. Do you save anything? If you can manage an allowance now, you will be able to manage larger amounts of money later. It is much easier to learn how to do this while you are growing up and the amounts are small. What happens to families that cannot manage money?

Family budgets. A budget is a plan for spending and saving money. People who have studied family finances for many years say that families who spend wisely usually divide their money income in these proportions:

- Food about 25%
- Clothing about 15%
- Housing about 20%
- Operating expenses about 20%
- Savings about 10%
- Development about 10%

Some families have years when they have many unusual expenses and they are not able to keep their money income planned within these amounts. It is best to plan over a larger period of time such as five or ten years. *Operating or housekeeping expenses* include heat, light, gas, etc. *Development* means what the family spends for the advancement or improvement of its members. If you had only a small income, the proportion you would need to spend for food would increase. You could help to balance it by cutting down the amounts for housing and clothing and operating expenses. Such divisions as "Savings" and "Development" might disappear from your budget. This would not be wise or safe to continue very long. What would you do about it?

Food money. Every family needs good food, well chosen and attractive. If the mother is a good cook, she will be able to save money on the food she prepares. She will need to be careful in buying and keeping food so that she has little waste. She will buy cheaper meats and spend more of her time cooking them so that they are good. What are some of your mother's pet economies? Perhaps she uses the tips of the celery for salad, saves and uses the leftover bacon grease, or uses stale bread to make bread pudding or French toast. She probably does not buy first quality fancy foodstuffs out of season. (See p. 159.)

When families are forced to save money on food, they often cut out fresh fruits, vegetables, and milk. You know that this is not wise. How many fruits a day did we suggest for well chosen meals? how many vegetables? how much milk? Subtract any taxes you have to pay from your family's money income. If you use one-fourth of the rest for food money, how much will you have? Divide this into amounts for a month, a week, a day. Talk this over with Mother and see if your family spends more than this for food. See if you can plan any way that will help you to stay near the one-fourth suggested.

Clothing money. You have already made a clothing budget of your own. (See p. 67.) You can make one for a family in the same way. If fifteen per cent is the amount suggested for all the family clothing, find out how much that is for your family. You may be getting more than your share. Who goes without when you have more than your share? The kind of clothing you buy makes considerable difference in the wear you get out of it.

(See p. 61.) Sewing at home also helps to save clothing money. What garments does your family buy? Do you buy them because you find them cheaper and more durable than ones you could make, because you like them, or because you do not know how to sew?

Taking good care of clothing helps to save money. If you have mended or remodeled anything lately that saved you money, explain it to the class. Who saves on clothing in your family? everybody? Mother and Father? There will be a much better feeling about it if the family holds a council and everyone knows just how much money there is for clothing and helps to plan his own share. You will need to try to plan so that new coats need not be bought for several members of the family in one season.

Housing money. How much money does your family spend for housing? Is it more than the twenty per cent allowed? If so, consider carefully whether the extra money must be taken from some other part of the income. Families, especially in cities, often spend too much on rent. Which is more desirable: a comfortable house for the family, or a fancy one to show to your friends? a size comfortable for the family and the amount of care the family can give it, or a big house demanding a large amount of care that will overload the family with work? If Mother knows how to arrange and care for a house, she will be able to make a more attractive and comfortable home for much less money than if she knows little about it.

Housekeeping expenses. Savings will show up greatly in the totals on housekeeping expenses. About how much do you pay for electricity? Is this for lights only, or for running an iron, a washer, or other electric appliances? How much is your gas bill? the telephone bill? How much do you pay for water? Do you have any hired help for cleaning or for laundry or other needs? How much is your heating bill? See if you can find any items on which you can save on these housekeeping bills. If the total amount for them goes over fifteen or twenty per cent of the family income, one would conclude that the family probably had too many luxuries.

Money for advancement or development. This division is an important part of the family budget plan. What extra lessons do members of your family have? What extra expenditures for health should you make? Do you need to plan some money for family

fun and for travel? Most families plan for some club memberships, church obligations, or community charities and improvements.

Savings. Every family needs to plan to save something regularly. Family savings are usually put into the bank in a savings account, into insurance, or some other investment. A large share of the family savings should be in very safe investments, and part of the money readily available to meet emergencies. If a family does not have much money saved, they may protect themselves by taking out life insurance—usually on the father, since he is generally the chief earner of the family. Find out about other kinds of insurance. A heavy load of insurance may be a great burden to a family whose income is not large. Many people think of insurance as the only way to save, not having trained themselves to save regularly without it.

Adding to the family income. Does your family have any special ways of adding to the family income? Some families keep roomers or boarders and add to the family income that way. You will need more rooms and more bathrooms in your house if you keep paying guests. You will need to provide privacy for your guests and for the family. If you were staying at a good hotel, what are some of the things you would get for your money? The family that keeps paying guests should definitely plan to provide many of these things. Will there be any difference in family life if there are paying guests present all the time? Can you think of anything to do about it?

Does your mother make good cakes or cookies, or pretty aprons? Perhaps she could build up a small but profitable business in them. You could help her with the work and with the selling and delivering, and Father could help you with the business end of it. Perhaps you could help Mother plan an attractive package and some advertising. All this would be excellent training for you.

Family business matters. How do your mother and father plan to handle the money needed to run the home? In some families the father hands out the money a little at a time as it is needed. Some families have a joint checking account. Some divide the bills so that each has a list for which he is responsible and both Mother and Father have separate checking accounts. Which way do you like best? Why?

Checking accounts. Do you know how to open a checking account at the bank? How is it different from a savings account? In most banks you go to the window marked "New Accounts." If you do not know where to go, ask someone. You tell the person in charge that you wish to open an account, and give him the money you plan to deposit to start the account. He will take a little book called a "bankbook," write your name and number on it, and on the first page mark the amount of money you are depositing that day. Many banks do not issue bankbooks, but give you a "deposit slip," a piece of paper with the same information. Then the clerk, or "teller" will give you a checkbook full of blank checks, and will ask you to sign your name just as you will sign it on the checks. Why does he need your signature? Do you know how to make out a check and keep the "stubs"—the little record sheets left in the checkbook when you tear out the check? Explain to the class how to do this. Why should you be careful how you write checks? Why keep the stubs up-to-date? Once a month the bank will give you a statement of your account, showing how much money you had at the beginning of the month, all your canceled checks, and how much you have left. Check this over to see if it agrees with your figures from the check-stub records in your checkbook.

Savings accounts. Savings accounts are opened in much the same way as checking accounts. Money kept in this division of the bank a certain length of time will draw interest. Your savings book will explain all the bank's rules about savings accounts and how much interest you get. Read these rules carefully before opening an account. If you have ever deposited some of the family money in a savings account, explain just how you did it.

Accounts and bills. Stores which sell for cash only usually are able to sell for less than stores which have the expense of handling charge accounts. Charge accounts are often useful. When might they be a poor thing for the family? What is installment buying? Ordinarily you pay more for an article bought on the installment plan than one for which you pay cash. When might buying on the installment plan be useful for a family? When might it become a serious burden? Resisting a "high-pressure" salesman when you know you do not need or cannot afford something he is selling is essential to a good homemaker!

Bills are usually paid in the first ten days of the new month. It is good business for a family to pay its bills promptly. If you pay by check, you will have a receipt to show that you have paid the bill. If you pay cash, you should get back your bills marked



Opening a savings account

“Paid” or else be given a special form called a “Receipt.” Have you ever paid bills for your family? Explain what you did.

Managing time. You have already discovered that family time is worth money. The spending of it needs to be as carefully planned as the spending of money. Mother invests a great deal of her time in your family. Does she have a regular plan or schedule for daily, weekly, and seasonal work? See if you can make such a plan of work with her. Be sure to plan so that she will have time for unexpected things that may occur. You need to include time for daily work, work that is done once a week, seasonal work, such as canning and sewing, and time for rest and recreation. Mother often has a very long day. You can shorten it. How?

Your own time is worth planning, also. Many people make plans of work and then do not follow them. Any plan that is carried out should help to guide you so that you get more work done with less time and effort. You may need to change your plan several times before it is satisfactory. If you have a regular schedule for work in your family, it will save time and arguments over "who's going to do what." Such work will be good training for you.

PROBLEMS

1. Make an estimate of the value of your mother's time at the prices paid in your community. Will some hours of her work be worth more than others?
2. Find out how much illness cost your family in money last year. Try to estimate what else it cost.
3. Make a budget plan for spending your allowance. (See p. 74.)
4. "Make up" an imaginary family living in your community. Decide on the number, and ages of members of the family, and what the family income is. Make a budget for their monthly spending. Make a clothes budget for them for a year. Find out how much money they have to spend on food by the month, week, day, and meal. Plan menus for meals for this amount. Cook them. Explain how you managed to stay within that amount. Find a house the size they would need, the rental of which would be within their means. Estimate what they can get for the amount set aside for housekeeping expenses. Plan what they will do with their money for Development.
5. Plan a schedule of your own time. Try it out. How can you better it? (See p. 76.)

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UNIT THREE

ILLNESS IN THE HOME

SECTION 1—HEALTH AS A FAMILY PROBLEM

In Division I we talked about taking care of yourself and a great deal about healthful living. The mother is largely responsible for the health of the family. She will need to plan the menus so that the family will have the right things to eat. If the members of the family are to get the right amounts of sleep, she will have to plan so that good times in which the whole family takes part will be over before the children's bedtime.

Preventing illness by proper selection and care of food. The careful selection and preservation of food is a safeguard to health. You have already learned much about the proper selection and care of foods. We have a law called the "Pure Food and Drugs Act" which provides for a careful labeling of foods and drugs and for the inspection of meats. Your state or community probably has other laws regulating the production and distribution of milk, bread, ice cream, candy, and other foods. Many communities have special regulations about the handling of foods in markets, stores, and restaurants. Do the people who handle food in your community have to be examined by a doctor? Why is this so important?

Good water, an essential to health. Even clear, cold, and sparkling water may contain disease-producing bacteria. In the country one should be very careful to locate wells where no seepage from barns or toilets may contaminate the water supply. Sometimes in cities the water supply is filtered through beds of sand and gravel until most of the harmful material is strained out of it. Sometimes the water is treated chemically so that it is safe. How is the water supply safeguarded in your community?

Usually the state or the city provides for the examination of water in each town. Find the last report on your city water. Does it have many harmful bacteria? If so, boil the water before using it. If you are going to be in a part of the country where

the water supply is poor, it would be wise for you to be vaccinated against typhoid. How would you secure safe drinking water if you were camping and were not sure that the water was pure?

Sewage and garbage. Sewage should be treated in some way to render its disposal safe. How does your town handle its sewage? If you live in the country, get bulletins from your state Board of Health on how to build sanitary privies and septic tanks. Country dwellers should be just as careful as city dwellers about the disposal of sewage.

PROBLEMS

1. Examine yeasts and molds under a microscope. Can you understand how the little seeds (spores) can blow around in the air without your seeing them? In what ways are some yeasts and molds useful?

2. Visit a store and see what provisions are made for the sanitary handling and keeping of food. Could you make a score card to grade a store on this? Grade some of the stores you know.

3. Visit a canning factory or have a factory representative visit the class and explain what they do to keep food sanitary.

4. Visit your water plant and sewage-disposal plant.

5. Start a "clean-up" campaign in your school. Do you help to keep the rooms free from trash? Are the toilets and showers kept clean?

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SECTION 2—MINOR AILMENTS AND ACCIDENTS

Little illnesses and accidents often become serious if not promptly and properly treated. To prepare for such emergencies every home should have a carefully stocked medicine cabinet and members of the family should be able to treat minor ailments and to render first aid.

The medicine cabinet. Most bathrooms have a small wall cupboard or cabinet called a medicine case. It should not be low enough

for small children to reach nor should it be allowed to become a collection of old medicines or of samples of patent medicines.

Every home should have some medicine to help empty the bowels. The strongest of these are called "cathartics." Milder ones are called laxatives. What cathartics and laxatives does



Photograph by Suter Studio reproduced by Bauer and Black
A well-equipped home medicine chest

your doctor advise? Other drug supplies often needed are: salt, baking soda, vaseline, zinc oxide ointment, boric acid solution, a salve for burns, etc. Name uses for each of these. Aromatic spirits of ammonia is used as a stimulant in cases of fainting and exhaustion. The cabinet would not be complete without some first-aid supplies. These should include a good disinfectant (ask your doctor what to use), adhesive tape, bandages and absorbent cotton, a medicine dropper, scissors, a hot-water bag,

and an eye cup. In addition to the medicine-cabinet supplies the family should have a fountain syringe and a bedpan. Each family will have special medicines. These should be prescribed by a reputable doctor and medicines prescribed for one person should not be given to another. Poisons should be kept in a special place and should be plainly labeled so that they will not be taken by mistake.

Bandages. If a bandage is a good one, it is clean, smooth, and firm. Have you seen the roller bandages sold in stores? What sizes do they come in? What size would be best for fingers and toes? for the palm of the hand? for arms and legs? Practice and careful thinking will teach you how to put on a bandage and to know how tight it should be. What will happen if the bandage is too tight? too loose?

The spiral bandage. A spiral bandage is one that is wrapped around and around with each turn lapping half or two-thirds over the one preceding it. Where a very smooth spiral is needed, wrap the bandage around the place, then as you bring the bandage up over the top, turn it over so that a fold is made. Continue wrapping the bandage, making these turns at the center of the limb or on the outside. This is called the *spiral reverse bandage*.

The triangular bandage. A handkerchief, or triangle bandage, is a large square piece of muslin or firm cloth about twenty-four to thirty-five inches square.



Courtesy of the American Red Cross

Spiral reverse bandage

Due to the fact that the limbs are not of the same size throughout, a simple spiral bandage either does not lie flat, or spaces on the limb will be left uncovered. The so-called "reverse" is used to prevent this from happening as one bandages up the limb.

Fold the material diagonally so that you have a triangle. This will fit a hand or foot easily. Fold it over and tie it in place.

A sling. A sling can be made with the triangular bandage. Put one end up over the opposite shoulder and let the other hang down in front. Put the lower point of the sling up over the shoulder and tie to the other corner at one side of the neck. Tuck in the point near the person's elbow and pin it with a small safety pin.

Indigestion. Perhaps you were tired when you ate, or ate in a hurry, or the food was poor. A soda mint or a teaspoonful of baking soda in a glass of water is often recommended for mild indigestion.

Constipation. Tell all the ways you know about how to prevent constipation. (See p. 10.) Does any member of your family use a laxative too much of the time?

Colds. Some people catch cold very easily. Keeping healthy in every way helps to ward off colds. If you get very tired, you may catch cold. When you feel a cold coming on, go home, take a hot bath, a laxative, and go to bed. Use a little medicated

oil in the nostrils if they seem dry. Some doctors advise drinking orange or lemon juice. Even if you do have a great deal of work to do it may be better to take a little time out now rather than to run the risks of neglecting a cold. Stay away from other members of the family. If you have colds often there may be something wrong that your doctor could help you to overcome. Many doctors advise the use of cold serums, ultra-violet light treatments, cod-liver or halibut-liver oil.

Headache. Constipation, indigestion, eyestrain, fatigue, and bad infections may cause headaches. Most of these causes can be avoided by healthful living. Washing out the bowels with an enema will give the quickest relief for a headache caused by constipation. Ask your doctor or nurse how to do this. Cold cloths applied to the head and eyes, and heat to the feet often relieve headache.

Scratches and cuts. Most small cuts will not bleed badly, but they may easily become infected. Allow the cut or scratch to bleed a little. Then clean it by washing with a good disinfectant. Be sure to get out all the dirt. This may be done with a small piece of clean cloth or absorbent cotton dipped into the disinfectant or into soapy water if soap is needed to remove the dirt. When the cut is cleaned, an antiseptic should be poured in or applied with absorbent cotton. After the antiseptic has been applied, cover the cut with a piece of sterile gauze or cloth. Cloth may be sterilized with a hot iron but it will not remain so if you are careless in handling it or if you leave it exposed to the air. Fasten the cloth in place with narrow strips of adhesive tape or with a small, neat bandage.

Occasionally cuts must be stopped from bleeding. This may be done by pressing the edges of the cut together and holding them a few minutes, or by tying a clean handkerchief or a strip of cloth firmly around the cut. If more pressure is needed, place a small stick in a fold of the bandage and twist until the cloth presses tightly enough against the cut to stop the bleeding.

Cuts and scratches ordinarily will not become infected if they are properly cared for. If there is any danger of tetanus (lock-jaw), as is always the case with deep wounds made by dirty, rusty objects, or if unusual swelling and fever develop, see a doctor at once.

Something in the eye? Do not rub the eye, but close it and see if the tears will wash the foreign particle away. If this does not remove the particle, seat the person in a good light, turn the eyelid back gently and remove the foreign particle with a fold of clean cloth. Then wash the eye with a boric acid solution to prevent infection. If needed hold a warm or cold wet cloth over the eye to ease the pain.

Something in the ear? If a bug gets in the ear, hold an electric light near the ear or put in a few drops of warm oil. Usually the bug will crawl out or will be washed out by the oil. Any small object that does not wash out with warm oil should be removed by a doctor.

Nosebleed. Hold ice or cloths wrung out of very cold water to the back of the neck, the forehead, or in the nose. Bathe the face in cold water and press hard on the upper lip, and on the side of the nose. Keep the patient quiet with his head raised. If the bleeding continues, call a doctor.

Blisters. If a new shoe rubs the foot put a piece of adhesive tape over the rubbed spot before it blisters. If a blister does appear and is broken, press out the watery liquid, gently cleanse with an antiseptic and bandage carefully. If it is necessary to put on your shoe immediately, a bit of antiseptic salve applied where the skin is gone and a small bandage held in place with a strip of adhesive tape will protect it from further rubbing and from dirt.

Burns. Exposure to the air is what hurts most. A salve made for burns and applied freely is one of the best remedies for home treatment. Carron oil, vaseline, castor oil, and lard can all be used in an emergency. Use clean sterile oils and bandages. Acid burns should be washed quickly and thoroughly with water and then treated like any other burn.

Sunburn. Treat sunburn like other burns. Use a salve, cold cream, or oil, bandage and keep clean.

Insect and snake bites. Sponge with salt water, ammonia water, or alcohol if the bite is from an insect. Many stings and bites are serious enough to require a doctor's care. Some snakes are particularly dangerous and it is well to carry serums to protect one from them when traveling in certain parts of the country.

Poison ivy and poison oak. A person who is susceptible to poison ivy or poison oak should learn to recognize the plants and then avoid them. If poisoned by either, scrub thoroughly all

over with soap and warm water. If a rash appears, apply a soda paste or some remedy prescribed by your doctor.

Sprains. Sudden twisting or tearing of the ligaments near a joint will cause a sprain. The pain and swelling may be eased by



Courtesy of "Hygeia"

Poison ivy

applying cloths wrung out of hot or cold water. Severe sprains should have expert medical attention.

Poison. If a person swallows a poison, send for the doctor at once. While you are waiting, make the person vomit either by a finger placed in the throat or by giving a glass of warm water with mustard in it. Keep a list of antidotes in the medicine cabinet on the back of the door.

Fainting. Lay the person on his back and put something under the shoulders in such a manner that the head is lower than the rest of the body. Supply plenty of fresh air. Do not allow people to crowd around. Smelling salts or aromatic spirits of ammonia on a handkerchief or piece of cotton may be held near the nose. Wash the eyes and forehead with cold water and rub the arms and legs to help the circulation. When the person "comes to," give him a glass of cold water and keep him warm and have him lie quiet for half an hour or more.

PROBLEMS

1. Make a list of good supplies for your home medicine cabinet. Find out how much they cost. Could you plan to add them gradually until the cabinet is completely stocked?
2. Working with your mother's advice, clean out your medicine cabinet at home.
3. Write to the American Medical Association, Chicago, Ill., for material on harmful patent medicines.
4. Dress some small injuries for members of your family.
5. Practice making bandages. Wrap up a sore finger, a sore foot, a cut hand, a cut foot. Make a sling for an injured arm.
6. Get your school nurse or your doctor to talk to your class about artificial respiration and to show you how to do it. Practice until you are sure you can do it.

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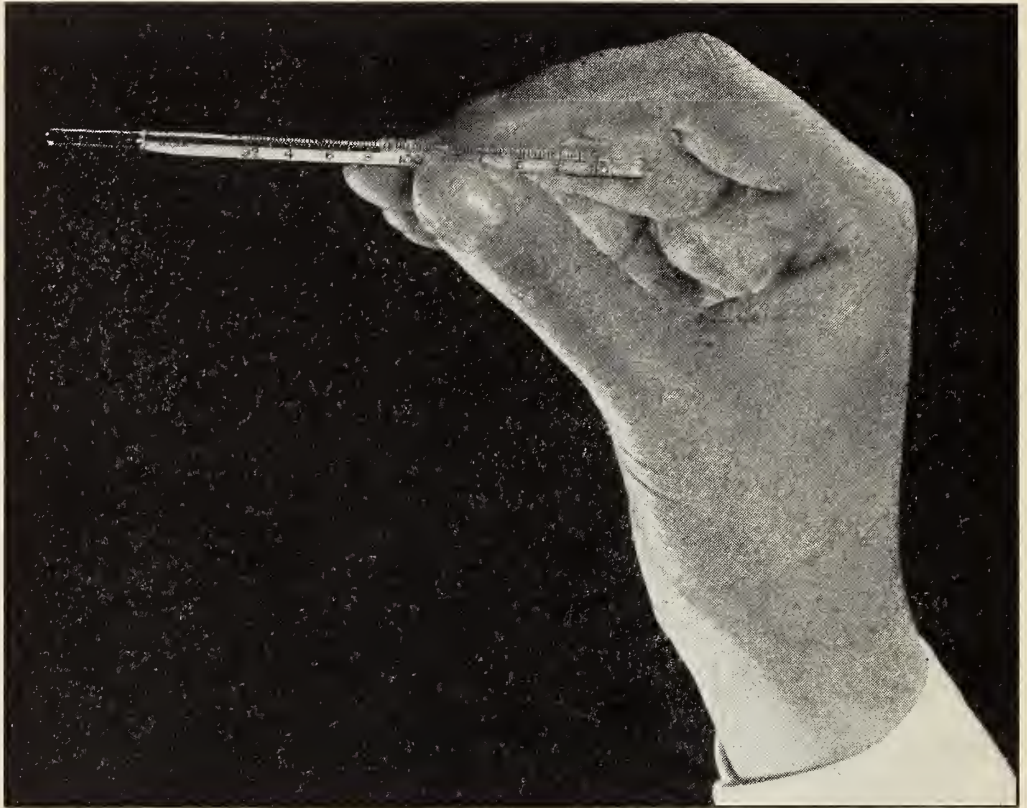
SECTION 3—HOME NURSING

When something is wrong with your body, there are usually some signs or "symptoms" present. These are warning signals. Have you ever known anyone to disregard signs of illness for many months? When a doctor is called, he studies these signs carefully and makes a diagnosis of (decides) what is wrong.

Signs of illness. The sick person may notice pain, nausea (a sick-at-the-stomach feeling), and tiredness. Pain tires a person very quickly and naturally seems the most important sign to him. The expression of the face and the lack of activity or an unusual position of the body, irritability, weakness and hoarseness of voice, and loss of appetite may all be signs of illness. Flushed cheeks may be signs of fever, and a cold, bluish look may show low temperature. Vomiting, chills, and sore throat are other signs of illness.

Temperature. The number of degrees of body heat or "body temperature" is one of the most reliable ways of judging a person's condition. The usual way of taking a temperature is to put a

clinical thermometer in the mouth under the tongue and let the person hold it with his lips. Disinfect the thermometer before putting it in the person's mouth. Any good disinfectant will do,



Courtesy of Taylor Instrument Companies

A clinical thermometer

though alcohol is best, as it dries quickly and does not leave a stain. Shake the thermometer down and away from you until the mercury goes down below ninety-six. Two minutes in the mouth is the usual time it takes for a clinical thermometer to register correctly. To be sure, leave it three. The normal temperature is 98.6 degrees F. This is usually marked on the thermometer. Stand with your back to the light and look down on the thermometer. Look at the silver line of the mercury. Beside it are little lines. Each of the long lines marks off one degree of temperature, and each of the short lines marks off two-tenths of a degree. Anything between 97 and 99 degrees is not regarded as serious, but higher or lower temperatures usually mean that something is wrong with the body. When you are through with the thermometer, wipe it off with alcohol or other antiseptic and

put it away. Do not take one's temperature just after he has had warm or cool foods or drinks.

Pulse. When the heart beats, it sends a wave of blood out along the arteries. You can feel this wave plainest at your wrist or near your temples. If the body is not working properly, there may be changes in the rate with which the blood leaves the heart. Use a watch with a second hand to time the pulse. Have the person lie down or sit down for several minutes before you begin to count his pulse. Why? Hold a finger, or fingers (not the thumb—it has a pulse also) on the inside of the wrist a little below the base of the thumb where you can feel the waves of blood along the artery. Count the beats for one minute. A normal pulse rate for adults is about seventy to eighty beats a minute. Pulse rate is much higher for children and varies greatly with different people. You should know your usual or normal pulse rate.

Respiration. Breathing in and breathing out makes one respiration. A grown-up usually breathes sixteen to twenty times a minute when at rest; a child about twenty to twenty-five times; and a baby about thirty to forty times. Getting excited usually increases one's respiration rate. Some people slow it down when they know it is being counted. You should know your normal respiration rate.

Calling a doctor. If you know the cause of the disturbance is a slight one and if it yields soon to simple home care, you will not need to call a doctor. Many people call a doctor when there is nothing wrong with them and others fail to call a doctor when they are dangerously ill. If you have a family doctor whom you have known for some time, you may want to go to him. If you do not know a doctor in the neighborhood in which you live how will you choose one? Perhaps some doctor you have known elsewhere can recommend a reliable doctor in the new locality. In any case, the doctor you choose should have a thorough training and some special training in what you seem to need.

Making your patient comfortable. Even a person with little training can keep the sickroom clean and comfortable, make the bed, prepare food that is attractive and suitable, follow the doctor's orders, be calm and pleasant and keep annoying things away from the sick person. Have you ever had to help with these things in caring for some member of your family who was ill?

The sickroom. The room should be sunny, quiet, and well ventilated—the room temperature comfortable. It should be clean, tidy, and free from odors. The bed should be placed so that the light is not in the patient's eyes. A bedside table will be needed. If possible, the room should not look like a sickroom, with many medicines on display. How could you clean the room without disturbing a sick person?

The bed. Can you make a bed properly? (See p. 274.) Why is it necessary to be so careful about the bed for a sick person? Besides the regular sheets and pads, a bed for a sick person often is further protected by an extra pad of newspapers or cotton cloth or by a rubber sheet. This is covered with a "drawsheet," an ordinary sheet folded in half or a large crib sheet placed under the patient's hips. How could you fasten it firmly in place? The top sheet should fold back over the blanket.

Remove the pillows frequently, shake them up and turn them over. Have a nurse show you how to support a patient while you change pillows. Sometimes a pillow at the person's back or under her knees helps a great deal. Have the nurse show you how to make a bed with the patient in it.

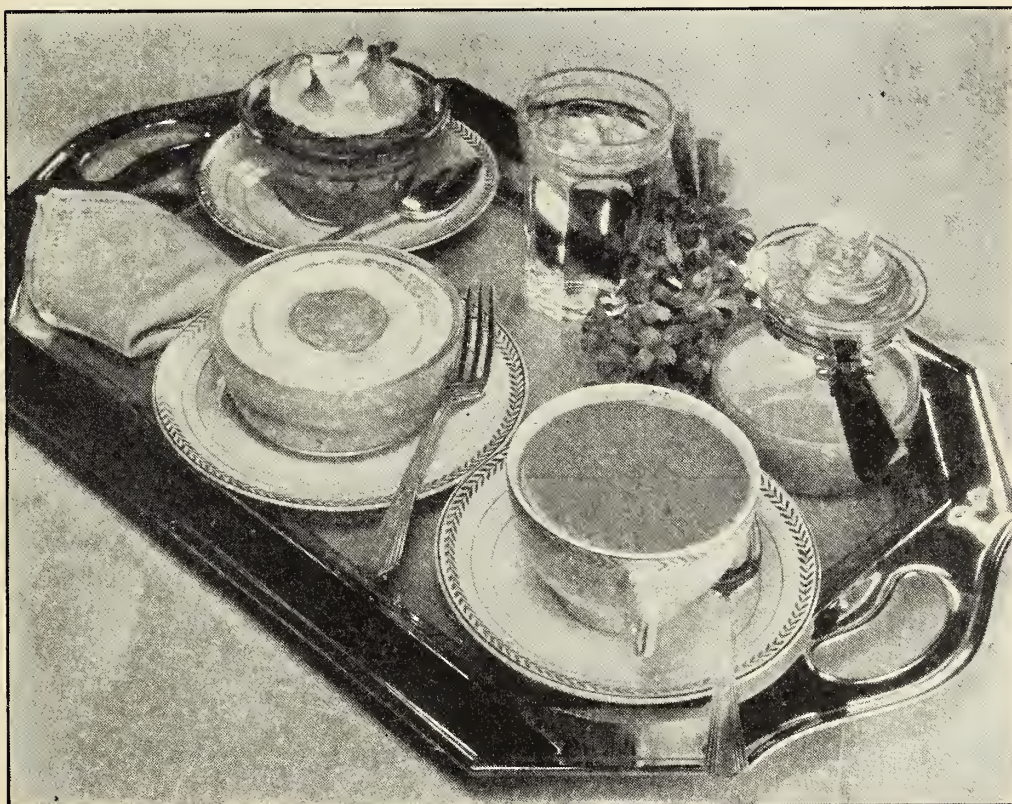
Daily care. Be pleasant when you come into the sickroom in the morning but not sentimental. Put up the shades, and pick up around the room. Help the person to the bathroom or bring her the bedpan. Put a newspaper under the pan to protect the bed. The pan should be warm and dry. Ask a nurse how to manage the bedpan. Be sure to keep it clean by scalding it with hot water and using a disinfectant after each time it is used.

Bring the person a toothbrush and things to wash her face. Perhaps she can wash herself. How could you help? The patient will need a drink of water. Place the glass within reach. After breakfast, the person should ordinarily have a bowel movement. Then she will need a bath, the bed should be made, and the room should be cleaned. Have the nurse show you how to bathe a sick person. If you do not know how a nurse would do it, give your patient a sponge bath much like the way you bathe a baby. Some of the things you would need to be careful of are: the temperature of the water, the temperature of the room, protecting the bed, keeping the patient covered except that part of the body which you are washing, and working quickly so as not to tire her. Your

patient may enjoy having her back rubbed with alcohol. Pour a little alcohol in your hand and rub it gently over the back. Finish with a little talcum powder and a gentle rubbing.

After the bath, comb your patient's hair and help her put on a clean nightgown. A sick person will enjoy having her face and hands washed several times a day.

You can help to keep many visitors out of the sickroom. We need to be very careful not to tire the sick person. In the evening,



Courtesy of Corning Glass Works, Corning, N. Y.

An attractive tray for an invalid

make your patient comfortable before she goes to sleep. Let her use the bedpan, and then brush her teeth and wash her face. Perhaps she may want her hair combed and a fresh nightgown. Fill the water pitcher and place it within reach. Straighten the bed and shake up the pillow. Attend to the ventilation. Your patient will not go to sleep easily and quickly if you work noisily or talk about exciting things.

Preparing food. The food for a sick person should be carefully prepared and attractively served. A doctor may prescribe

that a patient eat a certain list of foods called a "diet." These diets may be liquid, soft-solid, light diets, and full diets. Milk, broths, egg-nogs, and fruit drinks may be used in a liquid diet. The soft-solid diet may include milk toast, cream soups, poached or soft-cooked eggs, cereal, custards, gelatin, and ice cream. Name some foods for a light diet, for a full diet. You have had recipes for most of these foods before. (See pp. 112-191.) Here are two additional recipes:

EGGNOG

Beat the white of an egg until stiff. Add the yolk of the egg and stir into one cupful of hot or cold milk. Sweeten to taste and flavor with a little vanilla, nutmeg, or cocoa.

MALTED MILK

1 T. powdered malted milk, 1 c. boiling water or hot milk. Sugar to taste. Mix the malted milk and the water and stir well before serving.

The tray. The tray for a sick person should be attractively arranged with pretty china and linen, and perhaps a flower. The food should be well chosen, properly cooked, and nicely served. Might the food be something of a surprise? Be sure you have everything you need on the tray before you take it in. Give the person time to eat. She will not wish large portions of food. Do not leave food standing around the room.

Contagion. If the patient is ill from a contagious disease, what are some of the things you should do to prevent its spread? You and the patient should stay away from other people. All dishes from the sickroom should be boiled. All discharges from the patient's body should be burned or disinfected before being thrown away. The doctor will explain what to use and how to do it. After the isolation time is over, the doctor will also explain how to wash and disinfect everything in the room. Why are quarantine or isolation regulations made? Who must be responsible for enforcing them?

Your attitude. Remember that sick people are easily irritated or discouraged by many little things which would not bother a well person. Try to think how you would like to be treated and to remember any special likes and dislikes of the person who is ill. Be quietly pleasant, calm, and understanding without being oversympathetic.

PROBLEMS

1. Practice taking each other's temperature, pulse, and respiration.
2. Have you a thermometer at home? Find out how much one costs.
3. Ask a nurse to demonstrate making a bed for a sick person, giving her a bath, shaking up pillows, etc.
4. Prepare a tray for a sick person on a liquid diet, on a soft-solid diet, a light diet, and a full diet. Who has the best-sized portions of food? the most attractive tray? the best-cooked food? What makes that tray most attractive?
5. Lois' mother is ill. Several friends have come to visit her and Lois does not want them to tire her mother. How would you manage the situation and still not offend the visitors?
6. Ruth has a bad cold and is in bed. Suggest some foods from the family dinner menu which she might eat.
7. Suppose your mother was very tired and had to stay in bed for a day. Could you manage things and look after her? Plan your day, including your care of her.

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1. *In this book*: Making a bed, p. 274; Feeding the family, p. 91.
2. ROSE, M. S., *Feeding the Family* (third edition), The Macmillan Company, New York, 1930. Study, "Foods for the sick and the convalescent," p. 308.

UNIT FOUR

FAMILY FUN

SECTION 1—WE ENTERTAIN GUESTS

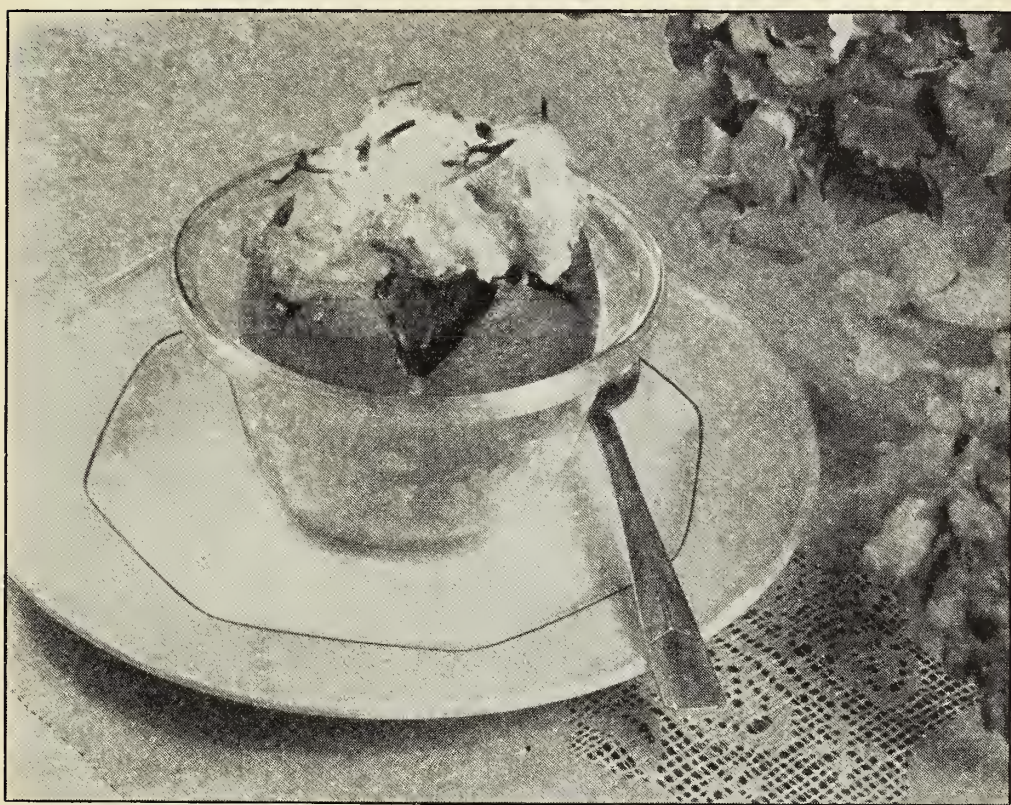
One of the pleasantest times of the day to entertain guests is at mealtime. Do you know how to handle unexpected guests so that they have a good time and you and the family enjoy having them come? Some people worry themselves sick because things may not be just as they would like to have them, and make the rest of the family nervous and unhappy.

An emergency shelf. When unexpected guests arrive, one of the first things to do is to look over the dinner menu, and see how it can be dressed up a bit. (See pp. 158-190.) A well-stocked emergency shelf will be a great help. Some of the things you could keep on this shelf are: a can of fancy mixed fruits for salad or cocktail, a can of fruit for dessert, canned chicken or other prepared meats, a can of mushrooms and a can of sauce, a can of good soup, a jar of preserved fruits for dressing up a dish of ice cream for dessert, and some cans of evaporated milk. Make a list of the things you would like to have on your emergency shelf. You will need to replace each thing as you use it.

Dressing up a meal. Suppose you had prepared this dinner before you received word that unexpected guests would come to dinner: steak, mashed potatoes, gravy, string beans, and baked apple for dessert. Get a can of soup from the emergency shelf for the beginning of the meal. Add some mushrooms to the gravy. (Drain, cut heads in quarters, and brown in butter five to ten minutes before adding to the gravy.) What kind of salad could you make in a hurry? How could you dress up the baked apple? Use your best dishes, silver, and linen to help to add to the "company" air. How might you manage a centerpiece for the table? Serving the meal nicely will also help to make the dinner more partylike. If you have helped Mother transform a family dinner to a company dinner recently, explain what you did. Be sure to save time from your hurry-up preparations for you and Mother to put on some "party" clothes and get a few minutes' rest. If

you were an unexpected guest, you would rather have a well-cooked simple meal and a pleasant hostess than an elaborate dinner and a weary hostess nervously on edge.

Inviting guests. If you are planning a dinner party, a tea, reception, or a bridge party, inviting your guests will be one of the first things to do. If the party is not a formal one, invite your



Courtesy of Corning Glass Works, Corning, N. Y.

A simple dessert "dressed up" for a company dinner

guests when you see them or by telephoning them, or by writing a short note. Be sure to include in your invitation where to come, when to come, and what kind of party it is. If you met one of your friends and wished to invite her, you could say, "Hello, Alice! I'm giving a dinner party Friday at six o'clock at our house. Can you come?" You need to say about the same thing if you telephone her. This note may also be used for an invitation:

DEAR MARY,

We are having a small informal dinner party Friday evening at six o'clock, and should be very glad to have you come.

With best wishes,
NONA SMITH.

Acceptances. If you were the person being invited, you might say, "Thank you, Nona, I'll be glad to come. I think a dinner party will be fun." If you were writing an answer to the note, this would do.

DEAR NONA,

It was nice of you to invite me to dinner Friday evening at six o'clock, and I shall be glad to come.

Sincerely,
MARY BROWN.

If you cannot go, say something like this:

DEAR NONA,

I am sorry to tell you that I cannot come to your dinner party Friday night. We are having a family party the same night. Please invite me again sometime.

Sincerely,
MARY BROWN.

Planning the dinner party. When we studied how to cook and serve a dinner, we learned the importance of planning ahead of time so that we could get everything done. It will be doubly necessary to plan a dinner party for guests. The menu (see p. 158) should include some of your specialties, but it should not be a long, elaborate menu that will take you two or three day's work to prepare and leave you too tired to enjoy your guests. Plan your work so that most of it can be done ahead of the last busy half-hour and so that you will have time to dress. Check over the dishes, linen, and silver you will need and plan a pretty centerpiece for your table. It is a real triumph to plan a good dinner which does not cost more than you should spend.

The party. The dinner is almost ready. The table is attractive. The house is shining clean. You powder your nose and slip off your apron. The doorbell rings. Can you make your guests feel pleasantly welcome the instant you open the door? How are you going to manage their wraps? When everyone is there, announce dinner. If you have planned how to seat your guests, it can be done quickly and easily. It may make a difference who sits beside whom.

The first course can be on the table when you come in to dinner. You, as hostess, will be responsible for keeping the conversation

going pleasantly and interestingly. Get your guests to talk about the things in which they are interested. If one of your guests is not taking part, try to draw him into the conversation. The courteous thing for you to do if someone has an accident—breaks a dish, spills, or drops something—is to restore things as quickly and quietly as possible. Be sure to plan what to do after dinner. What will you say when your guests are leaving and tell you how much they have enjoyed your party? Can you clean up after the party without leaving yourself so tired that you wish you had never had guests?

House guests. An invitation to an overnight or week-end guest should tell her just when to come and how long to stay. You should meet her when she comes and have planned some interesting things to do. Her room should be pleasant and comfortable and she should understand when the family meals are served and what entertainment you have planned. Be sure to plan things she would like to do as well as things you like. Try to manage her leaving so that it is pleasant and not so that she will feel suddenly dropped.

Tea time. Many people like to serve some refreshments to callers. Afternoon tea is a pleasant way to do this. Have you a convenient table or wheeled tray on which you can serve tea? Tiny sandwiches, cookies or little cakes, and sometimes candy or nuts are served with the tea. What dishes and silver would you need? Plan how you would pass the cream and sugar and the



Courtesy of American Stove Company
An attractive tea table

slices of lemon and the cakes. Here are some recipes for making tea and sandwiches:

TEA

1 t. tea

1 c. water

Heat fresh water until it boils hard. Put the tea in a teapot or in a wire strainer and pour the hot water over it slowly. If the tea is made in a teapot, let it stand three minutes. Have you tasted bitter tea that had stood on the tea leaves a long time? Pour off the tea into hot cups or into another hot teapot.

SANDWICHES

Use day-old bread. (Why?) Cream the butter (work with a spoon) until it spreads easily. Cut the bread into thin even slices with a sharp knife. Butter the slices of bread, spread with sandwich filling, press the two halves tightly together and then trim off the crusts of the bread. What can you use them for? Have you seen open sandwiches (made without a cover)? Fancy-shaped sandwiches may be cut with a cookie or doughnut cutter. Cover sandwiches or wrap them tightly until they are to be served. Why?

SANDWICH FILLINGS

1. Chopped hard-cooked eggs with salad dressing.
2. Chopped meat with salad dressing.
3. Chopped meat and pickles with salad dressing.
4. Chopped nuts and dates with salad dressing.
5. Chopped figs with salad dressing.
6. Chopped olives and celery with salad dressing.
7. Chopped cheese and pimento with salad dressing.
8. Chopped cucumbers and radishes with salad dressing.
9. Chopped beef and dill pickle with salad dressing.
10. Peanut butter.
11. Chicken and tomato with salad dressing.
12. Bacon and tomato with salad dressing.

Numbers 4, 5, 7, 10 will be good sandwiches to serve at tea because they will be easy to handle. Plain bread and butter sandwiches will be good occasionally. Remember to keep these sandwiches thin and dainty. The other sandwich fillings are also good for picnics and lunches.

PROBLEMS

1. Plan an emergency shelf. Make a list of all the things you need and get the prices for them. Explain some uses for each article.

2. Plan an informal dinner party that can be given by members of the class. Read again pages 188-190 to be sure you have not forgotten anything.

3. Plan a birthday dinner for your father. What guests will you invite? What will he like to eat? What simple but pretty table decorations can you have? What will father and his guests like to do after

dinner? Report to the class on your experiences and the cost of the meal.

4. You are inviting Ruth to spend the week end with you. Write the invitation and an acceptance. If Ruth arrives on the 5:30 p.m. train Friday evening, and leaves Sunday evening at 7:30, plan your program of entertainment. Act out the scene when you present Ruth to your family and the scene when Ruth leaves. Write Ruth's thank-you letter. Plan what clothes Ruth will need to take with her. Explain how to pack her suitcase so as not to crush the clothes.

5. Prepare tea for your class. Let some of the class members be hostesses and the others be guests. Plan carefully how to greet your guests and introduce them to others, how to serve them, and how the guests should take their leave.

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2. POST, E., *Etiquette*, Funk and Wagnalls Co., New York, 1928.
3. WOMAN'S WORLD SERVICE LIBRARY, *The Etiquette Book, Fall and Winter, 1930*, Manning Publishing Co., Chicago.

SECTION 2—FAMILY HOLIDAYS

Birthdays. Do you celebrate birthdays in your family? Perhaps you have a party and invite the person's friends, or a family dinner party with a birthday cake and presents. On page 181 you will find a recipe for plain cake. If you iced it and decorated it, you could use it for a birthday cake. Use the recipe on page 183 for the icing. Smooth it on with a spatula or wide bladed knife. Decorate it with colored candies by putting them on just before the icing hardens. Perhaps your teacher or your mother will show you how to use a cake decorator or pastry tube to make fancy cake decorations.

Parties for little folks. Little sister and brother will enjoy a birthday party, too. Have you seen small children frightened or worn out by an elaborate party planned by some older person? Remember to plan a party you know the children will like, not just one older people will think is "awfully sweet." Can you plan some invitations children will like? If they can play with some toys, or in an outdoor sand pile, they will amuse themselves most of the time. Invite only three or four as a small group will be the

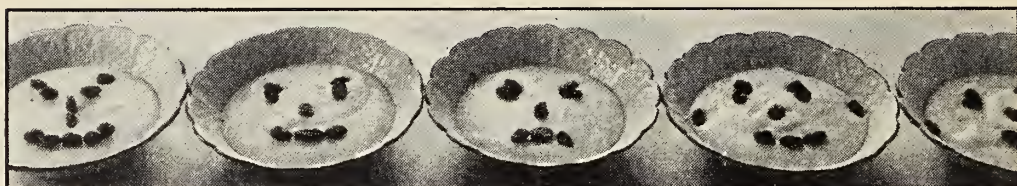
easier to manage and the children will have a better time together. Do not have elaborate refreshments but rather something like lemonade and animal crackers or the supper they would have at home. Make several menus for children's parties.

LEMONADE

Juice of lemon
2 T. sugar

$\frac{3}{4}$ c. water

Mix the sugar with the juice (are all the seeds out?). Add the water. Chill in the icebox or add small pieces of cracked ice and serve in small glasses or cups. Grown-ups will like a thin slice of lemon placed on the top of the glass. Children will enjoy a straw to drink through.



Courtesy of Good Housekeeping Institute

Bowls of cereal for a children's party
Faces are made with raisins.

Christmas and Thanksgiving. Of all the holidays of the year, Christmas and Thanksgiving seem the most like "family" days. How do you celebrate them in your family? Can you find suggestions for menus in magazines?

Christmas gifts. Can you plan your allowance or your earnings so that you have some money set aside for Christmas gifts for your family? Many things you have made in home-economics classes you could make for Christmas gifts. Dresser scarfs, pillowcases, towels, holders, or glasses of clear bright-colored jelly neatly labeled make acceptable presents. A gift should fit the person for whom it is intended. Will it be better to work very hard making all of your presents or to plan your money carefully and buy most of them? In any case manage it so that your gift-giving is a real pleasure and not a burden and a worry. Any gift may be made more attractive by decorative wrappings.

Christmas candies. Many boys and girls eat so much candy during the holidays that they are sick much of the time. How could you avoid this? Here are recipes for some simple candies and one for popcorn balls:

STUFFED DATES

Cut open the date on one side and remove the seed and the little stem end if there is one. Put inside a nut meat, press the edges of the date together, and

roll it in powdered sugar placed on a breadboard or on a piece of waxed paper.

FRUIT BALLS

1 c. raisins	1 c. dates
1 c. figs	$\frac{1}{2}$ c. chopped nuts
Juice of half a lemon	

Put all the fruit through a food chopper, mix it with the lemon juice and roll it into little balls. Then roll the balls in the chopped nuts or in powdered sugar.

BUTTERSCOTCH

2 c. sugar	$\frac{1}{2}$ c. water
$\frac{1}{2}$ c. butter	$\frac{1}{4}$ t. vinegar

Mix sugar and water, drop in butter. Cook until a sample tested in cold water will crack. Pour into a buttered dish and mark in squares before it hardens.

POPCORN BALLS

Use one-half the taffy recipe and about two quarts of popped corn carefully picked over and put in a large pan. When the syrup is cooked to the crack stage (a sample tested in cold water will crack), remove from the fire and pour slowly over the popcorn, stirring constantly. Let stand until cooled enough to handle. Butter your hands a little, take a handful of the candied popcorn and press firmly into a ball. Work quickly before syrup cools too much, then add more syrup and repeat the process. Nut meats may be added to the popcorn before pouring on the syrup.

FUDGE

1 $\frac{1}{2}$ c. sugar	$\frac{1}{2}$ c. water or milk	2 t. butter
4 t. cocoa	$\frac{1}{8}$ t. cream of tartar	$\frac{1}{2}$ t. vanilla
$\frac{1}{2}$ c. white corn syrup		

Mix cocoa and sugar, add water and syrup. When it boils up, add the cream of tartar, sprinkling it over the top of the boiling syrup. Test by taking a little syrup on the top of a spoon and cooling it in cold water. When the syrup will make a soft little ball, remove from the fire and add the butter and flavoring. Set the pan in cold water to cool until you can comfortably hold your hand on the bottom of the pan. Now beat the candy until it gets thick and creamy. Pour quickly into a buttered dish. Chopped nuts or raisins or cocoanut may be added before you finish beating. When the candy is firm, mark it in squares.

TAFFY

2 c. sugar	$\frac{1}{2}$ t. flavoring	$\frac{1}{8}$ t. cream of tartar
$\frac{3}{4}$ c. water	1 T. butter	

Cook the sugar and water. When they boil up well, sprinkle the cream of tartar over the top of the boiling mixture. Take a little syrup on a spoon and test it in cool water. When it will crack or ring against the glass, add the butter and flavoring and remove from the fire. Pour on a well-buttered pan to cool. Butter your hands lightly and dip them into a very little flour. When the taffy is stiff, but not hard, pull between the hands until it becomes creamy white in color and creamy when you taste it. Try pulling only a little of the candy at a time until you learn to manage it.

Other holidays. What other special holidays does your family celebrate? If a member of the class is from a foreign coun-

try, she may have some very interesting holiday celebrations to tell about. Perhaps she will bring to school some recipes of special holiday dishes and show you how to cook them.

PROBLEMS

1. Make a tiny birthday cake and experiment with decorating it.
2. Plan a children's party and invite several of your brothers and sisters as guests.
3. Plan how you can earn or save money for Christmas gifts. Make a list of gifts suitable for members of your family. Collect attractive wrapping paper and cord and practice wrapping gift packages. Who has the most attractive one? What makes it so?
4. Make Christmas candies for a Girl Scout candy sale. Plan how much you will need, when it is to be made and how to display and wrap it attractively. How much did your materials cost? How much will you need to charge to make a reasonable profit? Practice selling to each other. A smiling face and a pleasant, courteous manner help in selling. Practice making change.
5. Collect recipes for a foreign cookery cookbook. Design a cover for it.

SECTIONS 3—FAMILY VACATIONS AND GOOD TIMES

Picnics. Is your family the kind that must plan a long time ahead and cook many special things for a picnic, or do you often plan simple picnics on the spur of the moment? Are there many pleasant places near your home suitable for picnics? Some families have a picnic basket, kept packed all the time. Such a basket might contain paper plates, knives, forks, and spoons, cups, salt and pepper shakers, a frying pan, long handled toasting forks, wire racks to go over a fire, paper napkins and waxed paper. Be careful of the water you drink when away on a picnic. Pack the lunch so that no one need be the "pack horse." Often the supper you were going to have at home can be packed and taken with you for a picnic. A picnic lunch need not be a collection of indigestibles! Many times it will be fun to take things with you and cook them when you get there. Here are a few recipes you may find helpful:

BACON AND EGGS

Break the eggs into a Mason jar. Have the butcher grind the bacon for you and then put it in with the eggs. Take with you buns, salt and pepper, and a frying pan. Cook the bacon and egg mixture in a hot frying pan until firm. Pickles, apples, and cookies may make up the remainder of the menu.

KABOBS

Buy good round steak and have the butcher cut it into inch cubes, allowing three cubes for each kabob and two or three kabobs for each person. Cut celery into short lengths and onion into one-fourth inch slices. When ready to cook, give each guest a pointed green stick. Push meat, celery, and onions on the stick in layers until the kabob is about six inches long with a cube of meat on each end. Wrap a slice of bacon around the kabob and cook crisp over hot coals.



Photograph by Ruth Alexander Nichols

A family picnic

ROASTED CORN

Use firm ears with the husks left on. Dip in water and lay on a broiler or rack over a bed of hot coals and roast about thirty minutes or until tender. Turn once in a while in order to cook on all sides.

Take materials and make sandwiches after you get to the picnic grounds instead of doing a lot of work ahead of time. Plan on things that can be prepared in a hurry. Be sure they are what you will like to eat.

Auto trips and camping. Many families enjoy an auto trip during vacation. Tourist bureaus will give you many ideas about places to go and how to get there. Do not take many clothes.

What would be suitable and attractive? Need they always be the usual camping clothes? If you intend to camp on the trip, how do you plan to cook? to carry food? to provide shelter and bedding? Be careful of your water supply when you are camping as well as on picnics.

Home vacations. Every day you have some free time at home—a little vacation. How does your family spend this leisure time? The advancement fund in the family budget should cover books and magazines for the family. What ones do you have at home? Why do you take each one? Pick your books and magazines carefully, thinking of the pleasure and use they will be for different members of the family rather than letting some persuasive salesman do the picking for you. If you cannot stretch the budget to cover many books, borrow or rent them from a library. You may be able to exchange magazines with a friend.

Movies, concerts, plays, and games will all be enjoyed by the family. You have seen families who had too many for their own good. Explain. If a family plans to save much money, they can hardly indulge in spending much money this way. If each member of your family went to the movies once a week only, how much would this cost you in a month's time? Perhaps your family has found a radio a good investment in entertainment. How did you plan to pay for it? What is a concert? People often advise you to go to musical concerts. Are they worth the extra money they cost? Why?

Perhaps your family has music of its own. Do you like to play and sing together? Many families have a great deal of enjoyment just by themselves this way. Does your family have a special hobby that you all like, such as taking unusual pictures, raising flowers, making something for the house, shining up the car, reading aloud, or playing games? When you bring home some of your friends, they will often enjoy doing these things with the family.

Entertaining yourself. Can you entertain yourself? Learn to do things rather than to depend on the planning of others to provide your pleasure. Depending upon a chum too much may leave you very lonely without her. What are some of the things you like to do to entertain yourself? read? play and sing? listen to the radio? sew? cook? what else?

PROBLEMS

1. Plan some unusual refreshments for a class picnic.
2. Investigate different camp cookery equipment and plans for carrying food.
3. Make a list of the magazines you like most in your family. Find out the cost. Can you plan some way to have them?
4. Plan a simple class party and invite a group of boys.

REFERENCES

1. *In this book*: Manners, p. 77.

UNIT FIVE

THE FAMILY AND ITS PLACE IN ITS HOME COMMUNITY

SECTION 1—YOUR HOME COMMUNITY

What is a community? Perhaps you have heard pioneer stories of how a few families gathered together in one spot and made their homes there. Often it was a place which was convenient for many of the backwoods people to bring their furs or other products and exchange them for food supplies brought painfully over the many weary miles from the next big trading post. Sometimes it was a mining discovery. Perhaps it was fertile land for farm homes. In the process of making a home and a living, these families discovered certain common needs. Can you name some of them? Sooner or later the group organized to provide for its members some of these common needs. They had become a community.

Your community. What do you think of as your community? a school-district group? a small town? a city or a small district in a city? Does it furnish a way for your family to make a living? What common needs does it provide for? good schools? good water? electricity and gas? a good sewage system? fire protection? police protection? places for recreation? churches? social groups? health protection and care? care for the needy? Are there any of these needs which your home community does not satisfy at present? Has anything been proposed for any of these? Who pushed the proposal? Could you and your family do anything to help?

No community can be any finer than the people who live in it. Perhaps you have heard your grandmother tell of some of the "fine old families." You have some in your community. What makes them fine families? It may be that they have built up industries which give many people of your community a chance to make a good living, have helped to build things in the community, have been leaders in some community changes, have

been leaders in their professions or in the arts and have brought much enjoyment and some fame to their home communities.

Family tradition. You are proud of your family name. Perhaps there are interesting and fine traditions behind it. Do you still carry them on? Many a family's best contribution to its community is through its traditions, the kind of family it is, the code of honor it sets up for its members, and the special interests it encourages. Some families are musical. Certain members are talented enough to play or sing and they furnish music for community activities, and give lessons to other people. They encourage music in the schools and in the community and help to bring good music teachers, and famous artists to the town. Other families are "church" families. They work actively in the church and push any program to improve moral conditions in the community. Some families are "school" families. They take part in school business and support school programs in the community. Still other families are "business" families. They take an active part in community business and its organizations and are especially interested in the improvement of business conditions in the town.

Certain members of "professional" families may be lawyers, judges, or other legal officials, interested in all the legal activities of the community. Other members may be doctors, interested in the building of hospitals, clinics, and health programs for the community. Some families are "political." They work actively in the politics of the community, holding public offices, and working out in actual practice the community programs suggested. Most families are good neighbors. They are friendly, hospitable, and willing to help in sickness or trouble.

SECTION 2—THE FAMILY BUILDS ITS COMMUNITY

You have already named many things which you would wish in your home community. If you do not have them, how can you get them? If the family is to have these advantages, it must be prepared to go into community politics and help to get them. Every community has many people who wish changes or improvements in the community, but are unwilling to work to push them through.

Community conveniences. When enough public interest in community conveniences such as paved streets, good water and

sewage systems, is displayed, the local government will make plans to provide it. How would you show your interest? newspaper articles? speeches? talking to others? appearing before the town council? persuading your club or other organization to send opinions to the city government?

The cost will be carefully estimated and the city may plan to sell bonds (something like notes or promises to pay) to get the money to make the improvement. At the next city election, citizens will be asked to vote as to whether the city should issue bonds for this purpose. If you want the improvement, and if you are convinced the city can afford it, what is your job? Could you help to interest other people before election time? How?

Schools. Every family with children should be interested in the schools of its community. Big improvements in the schools will have to come just as we have said that all community improvements come. The family can also show its interest in the schools by membership in the Parent-Teachers' Association, attendance at school games and programs, and knowing some of the teachers.

Community recreation. What does your community do for a good time? Are there libraries, parks and playgrounds, public swimming pools, good theaters, music, art museums, places for ice skating, tennis, and golf? Why is it important that every community make provision for the recreation of its members? Is there any movement on in your community for some new recreational activity? How can you support it? Find out how some small communities manage the heavy expense of such undertakings.

"Society." If you want a good time, should you sit still and wait until it comes to you, or get busy and make it for yourself? Every community has many interesting people. How did your family find its group, its society? Do any of your family belong to clubs or lodges? other special groups? What would you recommend to a new family who wanted to become acquainted in your community?

PROBLEMS

1. Make a list of the community needs for which your community provides. Ask some city official to talk to your class about the work connected with this.

2. Plan to satisfy some new community need and carry out your campaign or help to carry on one already begun.

3. Get some member of a club to speak to your class on its program for civic improvement.

4. Study the community centers built in some small towns. How do they provide for community recreations? How are they financed?

5. What is the "Little Theater" movement? Is there one in your town? Might it be fun? Find out about the Civic Theater in some large city.

MATCHING EXERCISES

Part I—Family Money and Time

1. Family income	_____	About 10% of income, may include insurance
2. Usual food allowance	_____	Money income plus services of members of family
3. Usual clothing allowance	_____	About 15% of family income
4. Usual housing allowance	_____	Do in first ten days of month, get receipt
	_____	About 25% of family income
5. Operating expenses	_____	About 20% of family income, if owned
6. Savings	_____	include taxes, repairs, interest
7. Development	_____	Make deposit slip, give to teller
8. Family time	_____	Should be scheduled to include work, recreation, etc.
9. Depositing money	_____	_____
10. Paying bills	_____	About 20% of income, includes heat, light, telephone, etc.
	_____	Includes money for books, magazines, special lessons, etc.

Part II—Minor Illnesses and Accidents

1. Sprains	_____	Remove with corner of clean cloth, use boric acid solution wash
2. Constipation	_____	Place head lower, give air, rub arms and legs
3. Colds	_____	Lie down, apply cold cloths to head
4. Headache	_____	Eat slowly, take 1 t. baking soda in glass of water
5. Scratches and cuts	_____	Send for doctor, make person vomit, give antidote
6. Something in the eye	_____	Eat fruits and vegetables, use mild laxative recommended by doctor
7. Something in the ear	_____	Cover with oil or salve and bandage
8. Nosebleed	_____	Clean, disinfect, bandage
9. Blisters	_____	Hot bath, laxative, bed, serum, cod-liver oil
10. Burns	_____	Put in few drops warm oil, hold electric light near
11. Poison	_____	Head raised, cold water to back of neck, forehead, nose
12. Fainting	_____	Press out liquid, use antiseptic, bandage
13. Indigestion	_____	Bathe in hot or cold water, bandage, rest

Part III—Home Nursing

- | | | |
|-----------------------------|-------|--|
| 1. Light diet | _____ | Milk, broths, eggnogs, fruit drinks, etc. |
| 2. Signs of illness | _____ | Patient and nurse away from others, dishes |
| 3. Normal temperature | | and discharges disinfected |
| 4. Normal adult pulse | _____ | 98.6 degrees F. |
| 5. Draw sheet | _____ | Narrow cloth wrapped around an injured |
| 6. Liquid diet | | part, each turn overlapping the preceding |
| 7. Isolation | | one |
| 8. Normal adult respiration | _____ | Pain, fever, chills, nausea, sore throat, etc. |
| | _____ | 16 to 20 times per minute |
| 9. Fever | _____ | Large folded cloth placed under patient's |
| 10. Spiral bandage | | hips |
| | _____ | Any temperature above normal |

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